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ABSTRACT

This resource file contains information for Utah elementary school teachers to help their level 4 students meet the state's instructional objectives in the social studies. This particular student level emphasizes living in groups in differing environments. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include identifying various plants and animals native to Utah and comparing them with others found around the world (geography) and explaining frustrations as a result of people's needs not being satisfied (psychology). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

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ED348303

A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

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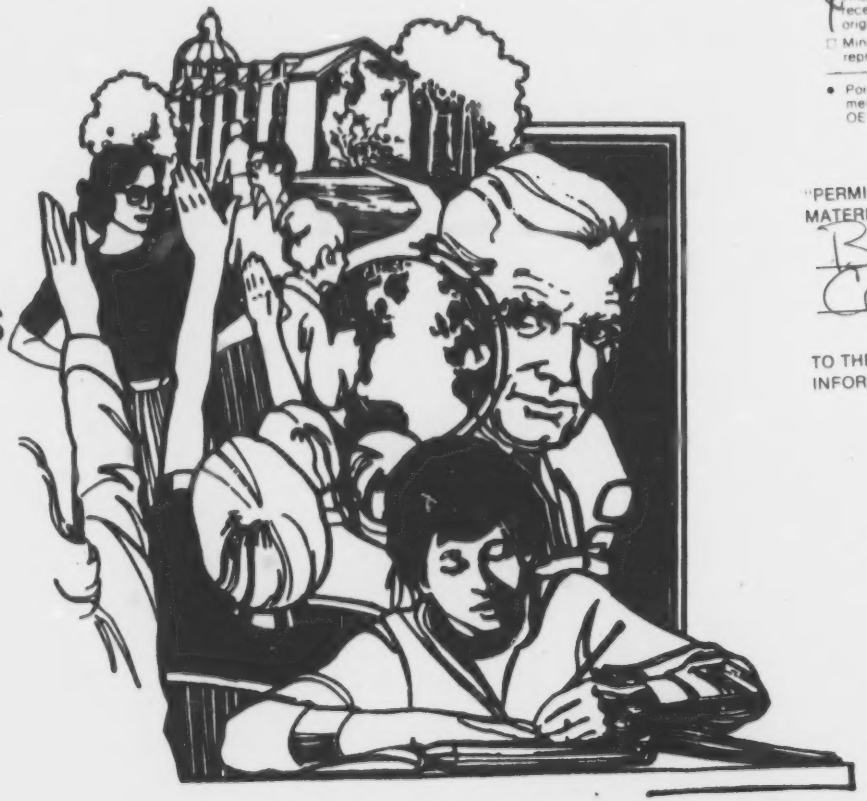
LEVEL 4

LIVING IN GROUPS IN DIFFERING ENVIRONMENTS



Utah State Office of Education

SO 022 524

BEST COPY AVAILABLE

The students will explain frustration as a result of people's needs not being satisfied. (303)(V)

(Activity included with 304-101)

The students will identify different coping mechanisms used as alternatives in dealing with frustration. (303)(v)

Title: Elementary - Social Studies
Life's Little Problems

Topic: Psychology

Time segment: One Time Segment

304-101 (303)(V) &
304-102 (303) D

Instructional objectives:

To assist students' understanding that frustration results from a person's needs not being met.

Materials:

1. Teacher materials made into transparencies.
2. Overhead projector and screen.

Evaluation:

Students are able to explain varying points of view concerning frustration and individual needs.

Adaptations:

Creation of other situations for student discussion.

Procedure:

1. Teacher makes transparancies for overhead project of teacher materials 1 through 4.
2. The situational examples on the teacher materials depict situations common to most 4th grade students. The teachers should feel free to add to or delete from the situation as it presently reads.
3. Teacher projects transparencies, reads the text with the class, and conducts an open-ended discussion revolving around the class's responses to the questions.

Skills: Elementary - Social Studies

304-825
304-826
304-827
304-829
304-850
304-852
304-877
304-881

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Life's Little Problems	Topic: Psychology	Teacher Materials 1	304-101 (303)(V) & 304-102 (303) D

SITUATION: BORROWING

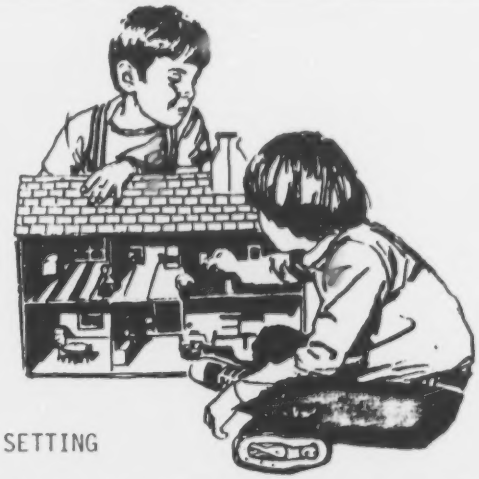
The teacher reminds the students there will be a unit review in spelling in five days. Billy had not studied hard on his weekly test so his avarage was low. Spelling was not easy for Billy, but he knew by putting more effort into studying he could do better. He decided to do just that.

Tina, on the other hand, postponed studying the review words to the evening before the test. She knew that would be enough because spelling was a subject she was good at. However, Tina had forgotten that that night was already set aside for a family party.

Tina sat next to Billy in class. On the day of the test, as the teacher gave the spelling words, Billy was aware that Tina kept looking at his spelling paper.

What needs do the people in this situation have? Identify the frustration of each person involved. Forecast possible reactions of each person involved in this situation.

List other ways that the individuals in this situation might have responded to their frustrations.



SITUATION: FAMILY SETTING

Matt has planned and created a diorama of a pioneer house. He has worked hard and is very proud of his project. Matt decides to share his project with his family before he takes it to school. Older brother Cliff, sarcastically remarks, "When did you start your doll house collection?" The boys' parents stare at each other.

What needs do the people in this situation have?
Identify the frustration of each person involved.
Forecast possible reactions of each person involved in the situation.

List other ways that the individuals in the situation might have responded to their frustrations.

SITUATION: A PROBLEM WITH OTHER STUDENTS

Sally, Joan, Karen, Sue and Patty were playing jump-the-rope at recess. Larry, Tim and Eric rushed into their game, grabbed the rope from the turners, Karen and Joan, and darted across the playground victoriously dangling the rope behind.

What are the needs of these fourth graders in this situation?

Identify the frustrations involved in this situation for each individual. Forecast possible reactions of each person involved in this situation.

SITUATION: TOTE-TRAY STEALING

Leslie's aunt who lived in San Francisco, brought her a special set of markers from her art store on Fishermans' Warf. Leslie loved the many unusual shades and proudly took them to school.

One day Leslie comes in from recess and prepares to work on an art project. She reaches inside her tote-tray for her markers and finds them missing. Looking around the room she notices a set of markers of many unusual shades on Susan's desk.

Leslie reports the theft to the teacher and accusses Susan of taking her markers.

What needs do the people in this situation have? Identify the frustrations of each person involved. Forecast possible reactions of each person involved in the situation.

List other ways that the individuals in this situation might have responded to their frustration.

The students will list the basic needs of all people.
(310)(I,V)

Title: Elementary - Social Studies
Basic Needs

Topic: Anthropology

Time segment: One Time Segment

304-201 (301)(I,V)
D

Instructional objectives:

The student expresses the basic needs of all people.

Materials:

Student Activity Sheets 1 and 2 for all class members.

Evaluation:

The student is able to list and categorize individual basic needs.

Adaptations:

Procedure:

1. Teacher begins a discussion on the basic needs of all humanity in order to (1) survive and (2) to contribute to society.
2. Teacher distributes Activity Sheet #1 for each student to complete. The teacher needs to encourage diversity in responses.
3. Brainstorming is a thinking skill that requires carefully structured development.
4. Teacher makes sure all students understand the instructions on Activity Sheet 1 by discussing the meaning of the two categories listed.
5. The teacher instructs the students that they will be timed for three minutes. They are to select one of the categories and write as many responses as possible in that time limit. They will then be told to stop and to begin another timed three minutes segment to fill in the other category.
6. At the end of this six minute period, the teacher instructs the students to count the number of responses in each category and record those numbers on the worksheet.
7. The majority of students will mention food under survival. The teacher demonstrates how this categorical word can be broken down into nutritional food groups, types of food, etc. These can also be broken down by naming specific foods. It is important that the teacher stresses quantity of responses as that develops the ability to think divergently.
8. After this demonstration, the teacher instructs the students that the same time limits will be used again. Students are to extend their list of responses in each category.
9. At the end of the six minute time period, teacher instructs students to count the responses written during the second brainstorming session.

Skills: Elementary - Social Studies

304-825
304-827
304-828
304-829
304-851
304-852

Evaluation and comments on activity:

Students:

Teacher:

10. Students record the total second timed responses and compare amount with the first.

11. Those students who demonstrate development of divergent thinking with a large number of responses should be positively reinforced.

12. Teacher distributes Student Activity Sheet #2 and directs a discussion on categorizing the needs listed on Activity Sheet #1 into the specific areas identified in the bubbles on Activity Sheet #2.

13. A miscellaneous bubble area has been included so that the students will be able to use all of their brainstorming responses.

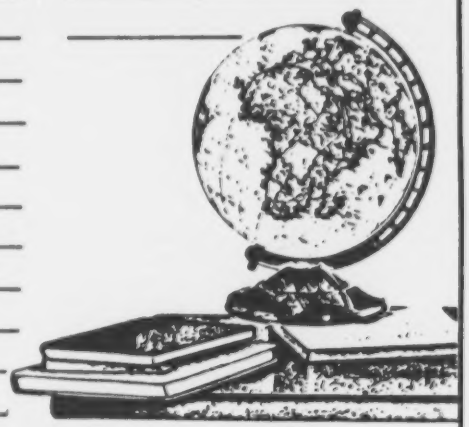
14. If students are able to think of additional categories for their responses, encourage them to make their own bubble area on the back of the worksheet.

Title: Elementary - Social Studies Basic Needs	**Topic:** Anthropology	Student Activity Sheet 1	304-201 (310)(I,V) D

Step 1 Think of all of the things people need in order to survive and write them quickly on the lines below.

Number of responses #1 #2

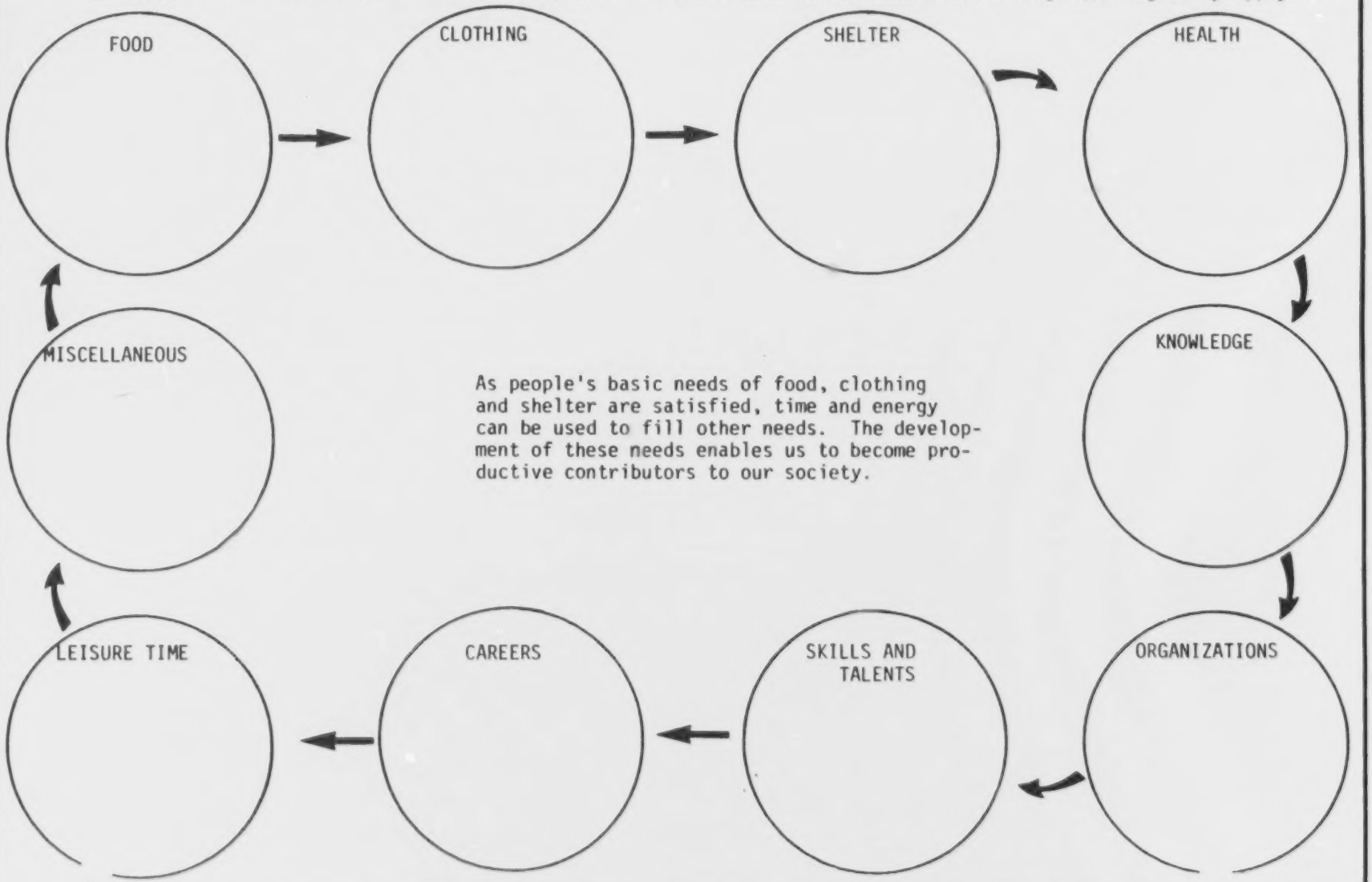
Step 2 List all of the things people need in order to become a contributor to their society.



Number of Responces #1 #2

Title: Elementary - Social Studies Basic Needs	**Topic:** Anthropology	Student Activity Sheet 2	304-201 (301)(V.1) D

Using your brainstormed words from Activity Sheet 1, place them in the bubble where they most logically apply.


FOOD
CLOTHING
SHELTER
HEALTH
KNOWLEDGE
ORGANIZATIONS
SKILLS AND TALENTS
CAREERS
LEISURE TIME
MISCELLANEOUS
As people's basic needs of food, clothing and shelter are satisfied, time and energy can be used to fill other needs. The development of these needs enables us to become productive contributors to our society.

The students will compare and contrast the ways that people in Utah and around the world satisfy their basic needs. (407)(I,V)

Title: Elementary - Social Studies
Basic Needs Compared

Topic: Anthropology

Time segment: One Time Segment

304-202 (407)(I,V)

D

Instructional objectives:

Students will compare the way people in four regions of the world satisfy their basic needs of food, clothing and shelter.

Materials:

Student Activity Sheet for each student.

Evaluation:

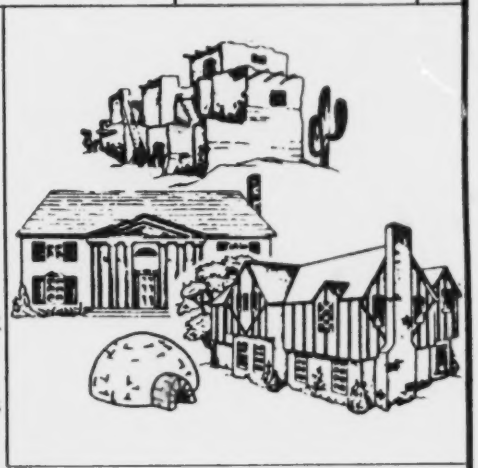
Student completes the Activity Sheet with logical illustrations for each category and is able to compare ways of satisfying basic needs.

Adaptations:

Larger art paper can be used for Activity Sheet.

Procedure:

1. Teacher distributes Student Activity Sheet to class members.
2. Teacher directs a discussion on the four regions given on the activity sheet to be sure students understand the location of each. Students should be able to indicate these regions on a map or globe.
3. Instruct students to complete the worksheet with quality illustrations.
4. Upon completion of Activity Sheet, students should discuss reasons for the different ways people satisfy these three basic needs in these four regions.



Skills: Elementary - Social Studies

304-802
304-809
304-825
304-851
304-852
304-875
304-876
304-878
304-879
304-882
304-883

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Basic Needs Compared	**Topic:** Anthropology	Student Activity Sheet	304-202 (407)(I,V) 9

The climate of a region dictates the kind of physical environment people adapt to. People's basic needs of food, clothing, and shelter depend to a large extent on their physical environment. From your own knowledge or from reference material, illustrate at least one example in each box for the given category.

	FOOD	SHELTER	CLOTHING
UTAH (Mid-Latitude Regions):			
Tropical Regions:			
Desert Oasis Regions:			
Polar Regions:			

The students will list and compare the different customs of people in Utah and around the world. (408)(I,V)

Title: Elementary - Social Studies
Comparing Christmas Customs
Around The World

Topic: Anthropology

Time segment: Teacher's Discussion

304-203 (408)(I,V)
D

Instructional objectives:

The student will compare the different Christmas customs from around the world.

Materials:

1. Reference and media materials depicting Christmas customs from around the world.
2. Large bulletin area.
3. World map for display.
4. Red and green yarn.

Evaluation:

The student will produce a quality illustration and report on a Christmas custom from around the world.

Adaptations:

Students could work in teams or small groups. If this is done at any other time of year, religious customs may be compared.

Procedure:

1. Well before Christmas the teacher collects available media and reference materials depicting Christmas customs around the world.
2. The teacher assigns students to research the Christmas customs of a particular country of the world.
3. The student selects one custom to illustrate and describe in a short written report.
4. While the students complete the above assignment, the teacher prepares a bulletin board area. This will include some type of world map to be surrounded by students' illustrations and written reports.
5. After the bulletin board is arranged, student can use yarn to connect the illustrated report to the country of its origin.
6. Students as a group, discuss the costumes used in their personal Christmas celebration and why.

Skills: Elementary - Social Studies

304-802
304-809
304-850
304-851
304-875
304-876

Evaluation and comments on activity:

Students:

Teacher:

The students will explain that in an interdependent world, ideas do not remain in isolation, but spread rapidly from culture to culture and from nation to nation. (407)(I,V)

Title: Elementary - Social Studies
World Interdependence

Topic: Anthropology

Time segment: One Time Segment

304-204 (407)(I,V)

D

Instructional objectives:

To assist student awareness that in an interdependent world ideas do not remain in isolation.

Materials:

Student Data and Activity Sheet for each class member.

Evaluation:

Student is able to complete the Student Activity Sheet correctly and demonstrate an understanding of an interdependent world.

Adaptations:

Assign other shared ideas to be researched by students from which additional puzzles can be made.

Procedure:

1. The teacher leads a class discussion focusing on an interdependent world. The thrust of the discussion should make students aware that in an interdependent world ideas spread rapidly.
2. Brainstorm with the class ideas that have spread throughout the world and forecast possible reasons why.
3. One of the idea categories shared around the world is the production, preparation and types of food.
4. Teacher distributes Student Data & Activity Sheets for each student.
5. The teacher reviews directions on the Data Sheet with students, and circulates around classroom assisting where necessary during work period.
6. The teacher reviews the answer to the puzzle at the end of the work period.

Skills: Elementary - Social Studies

304-825
304-850
304-851
304-852
304-876

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies World Interdependence	**Topic:** Anthropology	Student Activity Sheet I	304-204 (407)(I,V) D

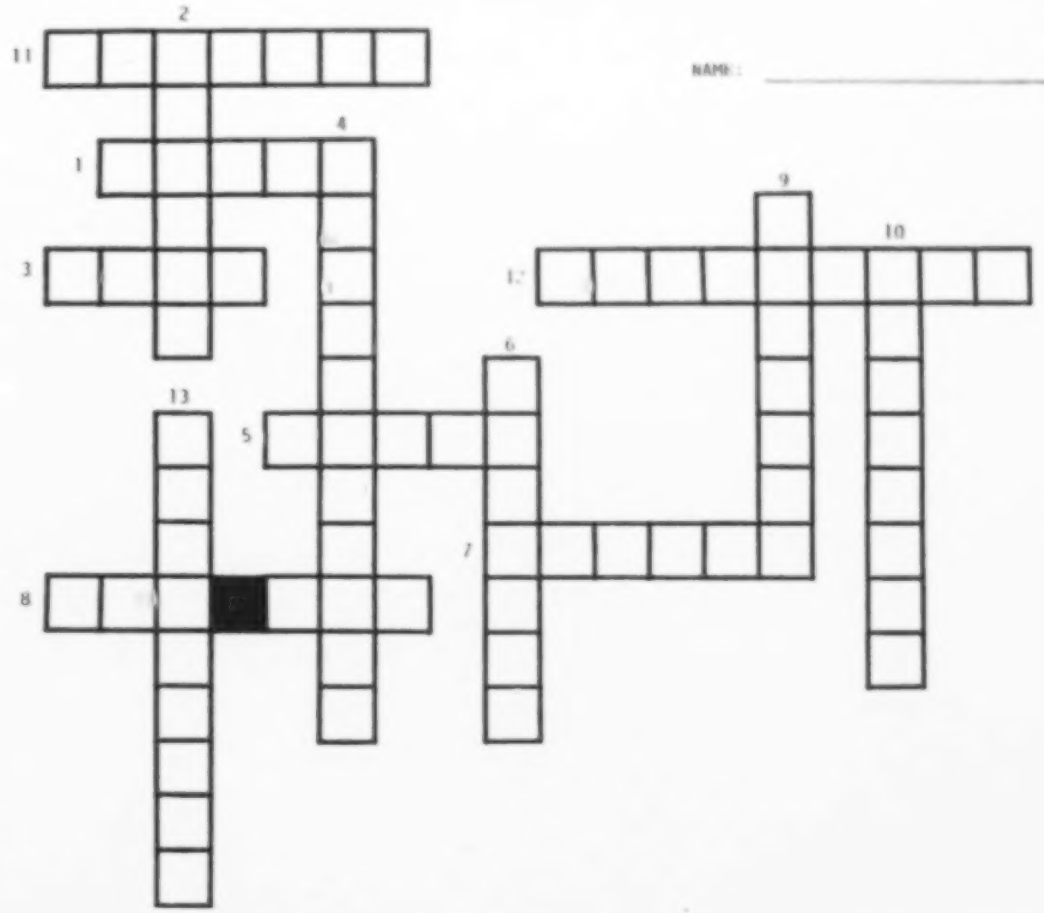
"CULTURAL FOOD CONTRIBUTION CROSSWORD PUZZLE"

Many of the foods we eat are borrowed from other countries. The clues for the crossword puzzle found on the following page are listed below. Complete the crossword puzzle using the clues and the list of words at the bottom of the page.

1. This food comes from Mexico. The Mexican word for this dish is frijoles.
2. Switzerland has many beautiful hills where many cows are fed. This food is made from cow's milk.
3. Japan has many types of this food because it is surrounded by the ocean.
4. Scandinavia was the first country to use this style of serving food. When food is served this way, a person can take as much food as he/she would like, as well as select the kind he/she would like.
5. This is another word for noodles and macaroni. Italy is the country that first used this food.
6. Germans like to eat this hot, spicy meat.
7. Columbus was trying to find India so that he could get some of these foods.
8. This is an American food we like to eat at ballgames and campouts.
9. Costa Ricans grow this long yellow fruit.
10. The Scottish people eat this kind of cereal for breakfast.
11. Tonga is the place where this round fruit is grown. It has a very hard, brown shell protecting the white fruit inside.
12. Okinawa, Japan, is the place this subtropical plant grows. It is yellow inside, and has thorns on the outside of the plant.
13. The people of Guatemala grind corn into flour to make this very thin, bread-like food.

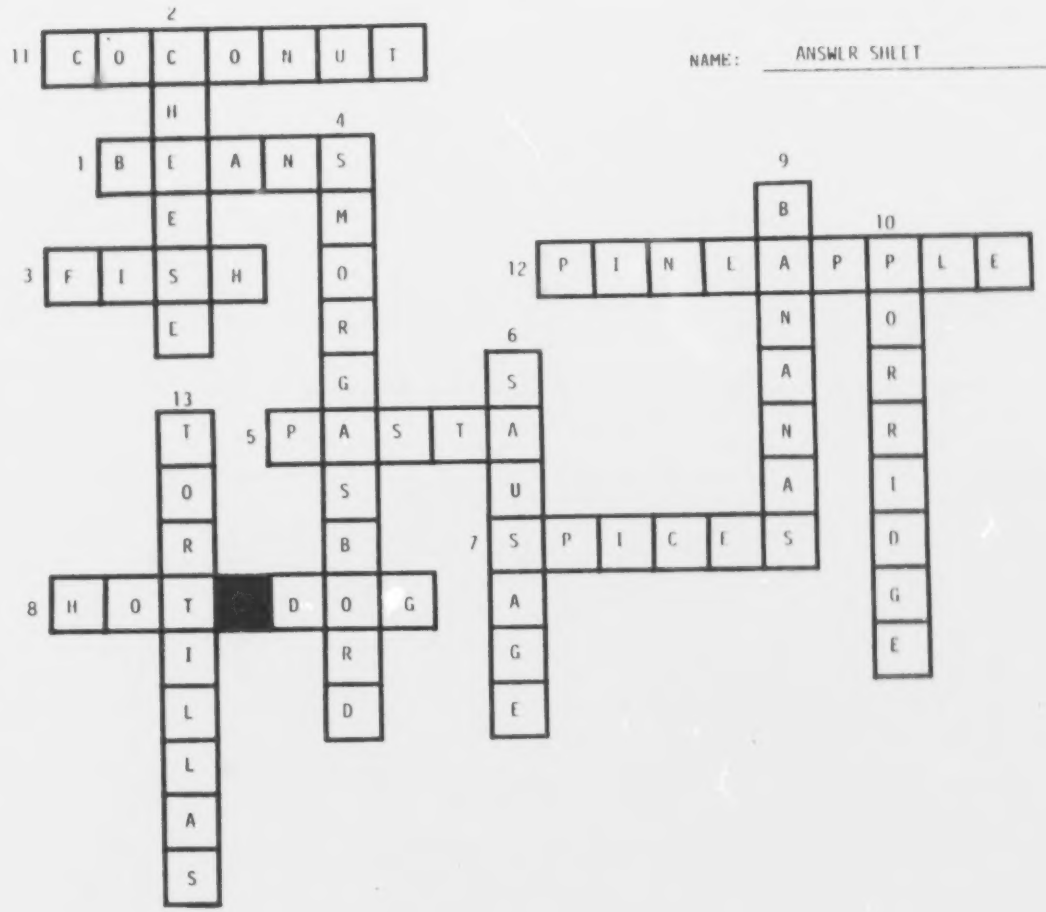
SPICES	BEANS	SMORGASBORD
TORTILLAS	FISH	PORRIDGE
HOT DOG	BANANAS	SAUSAGE
PASTA	CHEESE	COCONUT
PINEAPPLE		

Title: Elementary - Social Studies World Interdependence	**Topic:** Anthropology	Student Activity Sheet II	304-204 (407)(I,V) D



NAME: _____

Title: Elementary - Social Studies World Interdependence	Topic: Anthropology	Teacher Materials	304-204 (407)(I,V) D



The student will describe ways members of a group interact. (401)(V)

Title: Elementary - Social Studies
Group Interaction

Topic: Sociology

Time segment: One Time Segment

304-301 (401) (V)
D

Instructional objectives:

To assist students' understanding of the many individual options in group interactions.

Materials:

Teacher materials: One role playing situation for each group.

Evaluation:

Student is able to participate in the role playing and discussion logically.

Adaptations:

1. Teacher develops role playing situations applicable to her class.
2. Students divide into groups and come up with their own situation to role play.

Procedure:

1. Teacher asks for a specific number of volunteers to role play a given situation.
2. Teacher gives each a character role tab to analyze.
3. Students meet in a small group to plan role play while the teacher discusses the many ways group members can interact in one given situation.
4. When the role playing group is ready, they present their situation to the class. As the dramatization is completed, the role players freeze.

5. The teacher debriefs the role play by asking class members to evaluate the emotions of the characters portrayed in the situation.
6. The teacher encourages the class to respond with alternative interactions of group members to the situation.
7. Teacher now discusses with the class the factor involved that determines the course of action taken by any group. The discussion should point out that group action is determined by the roles of leadership and followership.
8. Other applicable situations are role played following the same procedure.

Skills: Elementary - Social Studies

304-825
304-827
304-828
304-829

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Stuies Group Interaction	**Topic:** Sociology	Teacher Materials	304-301 (401)(V) D

ROLE PLAYING SITUATION I:

Character Role Tab 1:

You are the captain of the kick soccor team. You organize the team the way you want not listening to others suggestions. You give negative put down statements when people suggest things or make errors.

Character Role Tab 2:

You have a lot of good ideas on how the team should be organized and keep sharing your ideas. You never get mad when your ideas are ignored.

Character Role Tab 3:

You are not a good kicker. In fact you really don't like this game, but you have to play.

Character Role Tab 4:

You are a member of a championship soccor team. You have been coached well and are determined that this school team will play the same way.

Character Role Tab 5:

You are wearing new clothes including new shoes. You are worried that they may get ruined during the game.

Character Role Tab 6:

You watched an exciting TV show last night. You want to talk about it with someone.

The students will discuss the roles of group leaders and their degree of authority within the group. (406)

Title: Elementary - Social Studies
Leadership

Topic: Sociology

Time segment: One Time Segment

304-302 (406)
D

Instructional objectives:

The student becomes aware of leadership and authority through group participation and authority.

Materials:

1. Teacher Data Sheet for teacher to read.
2. Large chart paper and marker for each group.

Evaluation:

The student is able to participate in a group which produces a portrait representing authority and leadership.

Adaptations:

Use another story for an example of leadership.

Procedure:

1. Teacher reads "Sarnia, Part I" found on teacher materials to the class.
2. Students are divided into small groups of uneven numbers and given the following instructions: (a) The group is to draw on the paper provided, a portrait of "Old Ugo"; (b) Every member of the group must contribute to the completion of the portrait. (c) Each group needs an observer and a reporter. The observer records some specific actions of group members during the completion of the project. The reporter will explain to the class the group's feelings and reasons for depicting Ugo as they did in their group portrait.

3. After the group has completed their portrait of Ugo, they decide together why their Ugo looks the way he does. The reporter shares the groups explanation with the class.
4. After all group portraits and reports have been shared, the pictures of all the Ugo's are numbered and displayed to be a reference in the following discussion on leadership and authority.
5. The teacher conducts an open-ended, large group discussion as class members share their positive and negative points of view about the classes' interpretations of Ugo's leadership qualities.
6. The students vote on the Ugo that most closely represents their personal ideas of authority and leadership.
7. Each of the observers become port of a panel and share the observations of their group's specific actions.
8. The class then discusses the leadership demonstrated among their own class members.

Title: Elementary - Social Studies Leadership	**Topic:** Sociology	Teacher Data Materials	304-302 (406) D

"Sarnia"

(Editor's Note: The following selection is from a secondary text, Conflict, Politics and Freedom, and has been chosen because it is illustrative of some of the problems that might arise in the evolution of government and of the quality of available student materials. Only the first sections of the story of Sarnia have been included.)

Would You Like To Be Ruled By One Man?

King Rumblebutter III of Elkland owned large amounts of land on a continent discovered by his sailors long ago. He wanted some of his people to begin colonies in the new land so they could trade goods they produced there with his people in Elkland.

The king gave his friend Old Ugo a large piece of land on the new continent. He wanted him to take settlers to the new land and to begin a colony. He gave Old Ugo the right to rule the colony in the name of the king.

Old Ugo asked people in Elkland to go with him to the new land. Many people wanted to go. Some were Old Ugo's friends. They wanted to go so they could trade with Elkland and become rich. Some people did not have enough money to own land in Elkland. They wanted to go to the new colony where land was plentiful and cheap so they could own their own homes and farms. Some people were forced to go with Old Ugo by the king. They were people who had made trouble for the king in Elkland. The king wanted to get rid of them.

A ship left Elkland for the new land in the winter of 16__. Old Ugo ruled the people on the long trip across the ocean. His word was law. He was much older and some said much wiser than most of the people on the ship, and he had been a leader in Elkland.

When someone had an argument, Old Ugo was the judge. He decided who was right. He decided who was wrong. He decided what the punishment would be for breaking the laws.

Some of the people did not like all of the things Old Ugo did. But, he was their leader and none of them had ever been a leader. They had never made laws. They had never had to settle arguments and to decide who they thought was right or wrong. They had never had to think about whether or not people should be punished for breaking Old Ugo's laws. In fact, they had never been given the chance to think much at all. Most of their thinking had been done for them by Old Ugo or the king.

From the time they were children most of the people had been told that they should do their work and be responsible. To be responsible meant always to obey their rulers, to obey the laws their rulers made, and to show respect for their rulers. They knew that if they did not do as they were told, they would be punished.

Skills: Elementary - Social Studies

304-825
304-826
304-827
304-828
304-829
304-850
304-851
304-852
304-877
304-878
304-879
304-881
304-882
304-883

Evaluation and comments on activity:

Students:

Teacher:

The students will write about situations demonstrating their feelings of the need to be honest with their peers, teachers, and family members. (205)(V,P)

Title: Elementary - Social Studies
Honesty

Topic: Sociology

Time segment: One Time Segment

304-303 (205)(V,I)
D

Instructional objectives:

To assist the students to demonstrate in writing their feelings of the need to be honest.

Materials:

Student Activity Sheet for each class member.

Evaluation:

The student completes the Activity Sheet honestly.

Adaptations:

Procedure:

1. Teacher distributes a Student Activity Sheet to each class member.
2. Teacher reviews Activity Sheet instructions with class and defines any unknown terms, i.e. peers.
3. The debriefing of this activity is left to the discretion of the teacher because of the very personal nature of its contents.

Skills: Elementary - Social Studies

304-825
304-826
304-829
304-850
304-851

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Honesty	**Topic:** Sociology	Student Activity Sheet	304-303 (205)(V,P) D

Brainstorm all the ways you can be an honest person with the following people:

PEERS	TEACHERS	FAMILY MEMBERS

Select the most important way of being honest in each category and circle it. On the back of this activity sheet, write a paragraph explaining your feelings about each circled idea.

The students will describe the land areas of Utah (Basin and Range Province, Colorado Plateau, and Rocky Mountains) and the physical features of the desert, mountains, lakes, and rivers and compare them to other regions of the world. (102)

Title: Elementary - Social Studies
Areas of Utah

Topic: Geography

Time segment: Three Time Segment

304-401 (102) D

Instructional objectives:

To assist students in locating, describing, and comparing Utah's physical features with others in the world.

Materials:

1. Large wall map of Utah.
2. Student Data Sheet and Student Activity Sheets 1 & 2 for each student.
3. Geographical reference material for specified continents.
4. Transparency of Activity Sheet 2.

Evaluation:

The student is able to compare deserts, mountains, lakes, and rivers of Utah with other selected examples on other continents.

Adaptations:

For checking and evaluation Activity Sheet 1, the teacher prepares a transparency and indicates proper location of specified features.

Procedure:

Time Segment #1

1. Teacher distributes Data Sheet 1, "The Three Major Geographical Areas of Utah."
2. Using a large wall map of Utah, locate each of the three geographical areas.
3. Read and discuss together the information from the Data Sheet.
4. On the large wall map of Utah, find specific locations mentioned on the Data Sheet.
5. Teacher distributes Student Activity Sheet 1, "The Three Major Geographical Areas of Utah," and instructs students to complete the activity according to directions.
6. Teacher distributes Student Activity Sheets.
7. Each student selects an example found in Utah for each of the four categories, researches the necessary information, and fills in the chart.

Time Segment #2

1. Teacher divides the class into five research groups.
2. Assigns each group one of the following continents: North America, South America, Africa, Europe, and Asia.
3. Each research group selects an example found in their assigned continent for each of the four categories listed on Activity Sheet 2. The research group locates the necessary information for their selected example to complete their section of the Activity Sheet.

Time Segment #3

1. Teacher places a transparency of the Activity Sheet 2 on the overhead projector.

Skills: Elementary - Social Studies

304-804
304-810
304-850
304-879

Evaluation and comments on activity:

Students:

Teacher:

Time Segment #3 - Continued

2. As a review, teacher fills out the Utah column as student contribute information.

3. A reporter from each research group shares data on their assigned continent.

4. The teacher records reported data onto transparency and students record the same data on their Activity Sheet #2.

5. Be referring to completed charts, students will compare the physical features of Utah to similar regions researched.

Title: Elementary - Social Studies Major Geographical Areas of Utah	**Topic:** Geography	Student Data Sheet I	304-401 (102) D

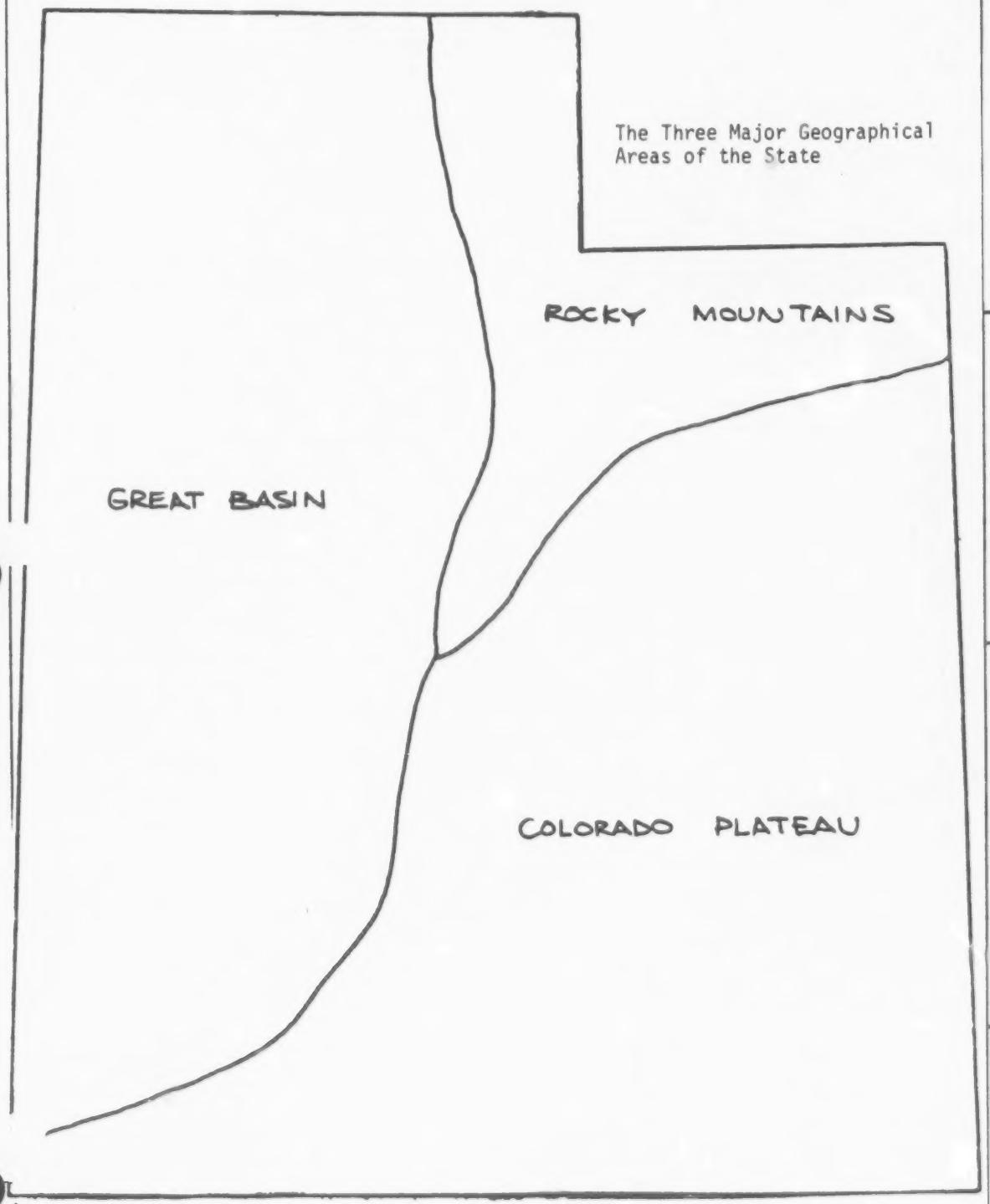
THE THREE MAJOR GEOGRAPHICAL AREAS OF UTAH

1. The Great Basin was once a large fresh water lake (Lake Bonneville). It has left fertile valleys. Most of the state's population lives in this area, and most of the livestock and agriculture is produced here. It has also left the Great Salt Lake Desert and the Bonneville Salt Flats.

2. The Rocky Mountains contain the Uinta Mountains, one of the few ranges in the world that run east and west. The mountains contain most of the water that the people in the Great Basin use at home and at work. Most of the ski resorts are in this area. It is a popular hiking and backpacking area.

3. The Colorado Plateau is probably the most interesting and beautiful. In this area you will find the national parks, rugged peaks and deep river cut canyons. Here also you will find the Colorado River and the beautiful Lake Powell.

I. Color each area in with your crayons or colored pencils.
II. See if the IMC coordinator can help you find filmstrips or films showing major points in these area.



Title: Elementary - Social Studies Major Geographical Areas of Utah

Topic: Geography

Student Activity Sheet I

304-401 (102)

D

Title: Elementary - Social Studies Major Geographical Areas of Utah	**Topic:** Geography	Student Data Sheet II	304-401 (102) D

THE GREAT BASIN

The Great Basin covers nearly one third of the State. Since most of this area gets less than 10 inches of rainfall a year, it is called a desert. There are many birds, plants, mammals, reptiles and insects that live in this land area.

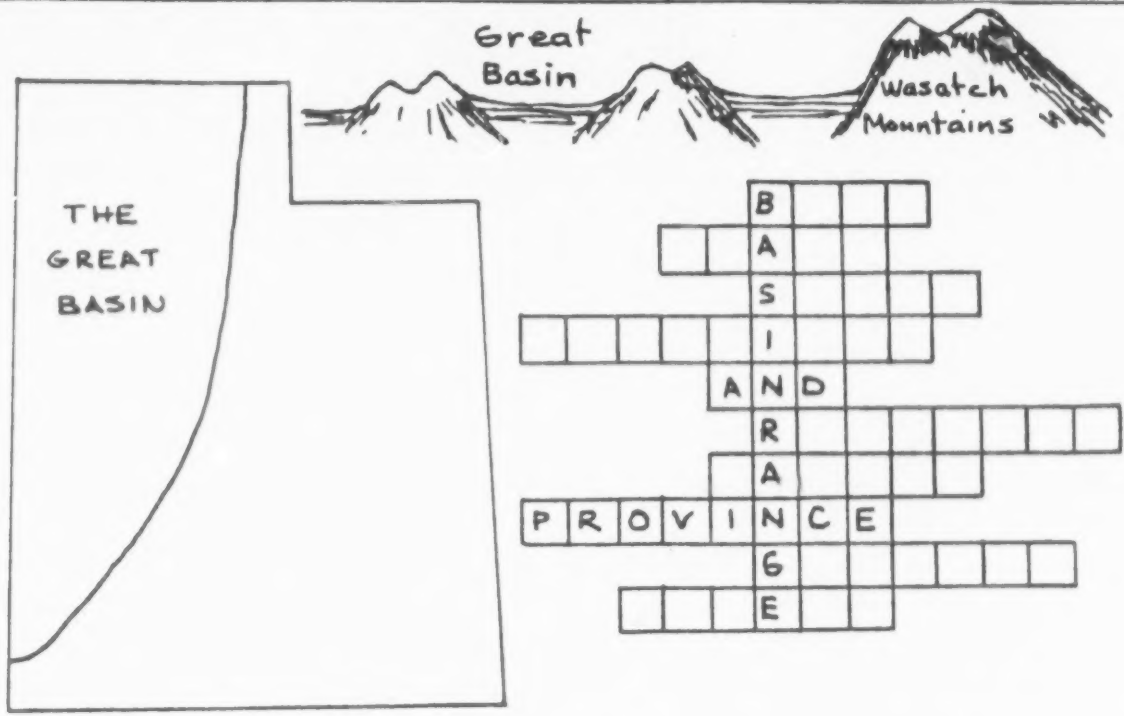
This region has many valleys and mountain ranges. The valleys are used for winter grazing ranges. Cattle and sheep ranchers bring large flocks of sheep and herds of cattle to this area during the colder months of the year. The sheep and cattle eat the plants. When there is not enough water for the animals, the ranchers take the water to them in large tank trucks.

The mountain ranges in the Great Basin run north and south. There are wide valleys between these mountain ranges. This is why the area is called a Basin and Range Province. The word province means a section or area of a country.

The mountain ranges in the Great Basin are not very large. They do not get very much rain or snow. Most of Utah's population lives along the eastern edge of the province, at the base of the mountains where there is more water.

Almost all of western Utah is low like the bottom of a bowl (basin). It was once the bottom of a huge lake called Lake Bonneville which we will study in Chapter Two of Unit Two.

Title: Elementary - Social Studies Major Geographical Areas of Utah	**Topic:** Geography	Student Activity Sheet II	304-401 (102) D

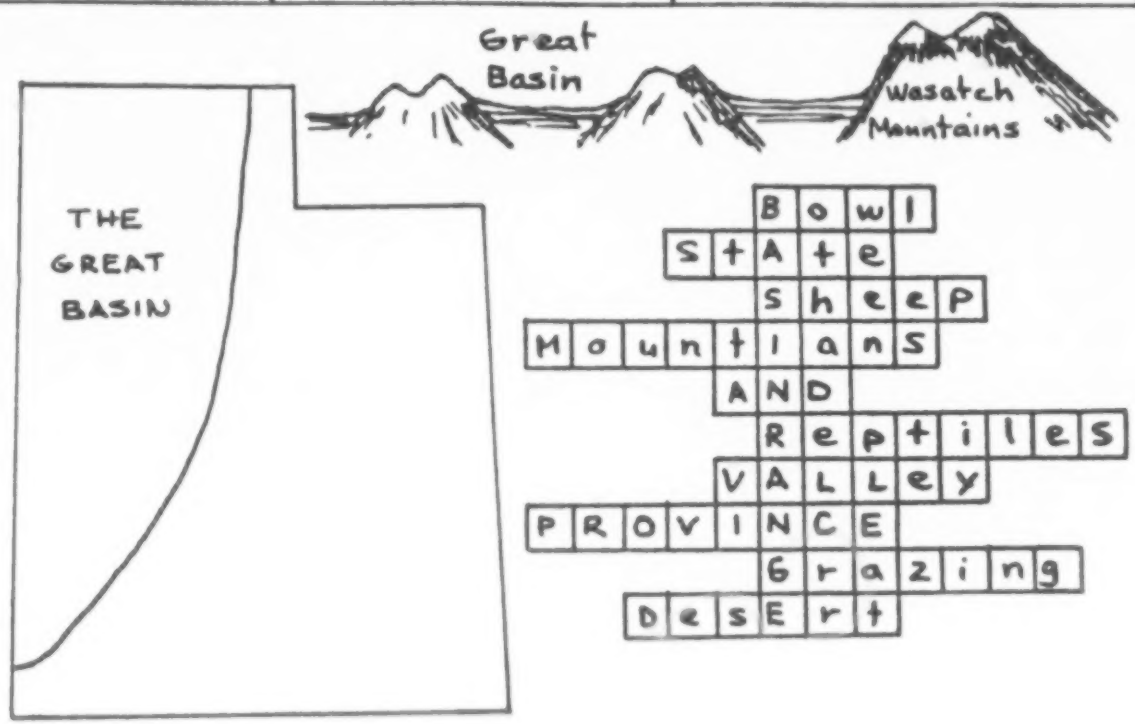


B
A
S
I
AND
R
A
PROVINCE
G
E

The letters already given in the puzzle spell Basin and Range Province. Each letter is a part of another word, spelled across. Use the clues to find these words, then fill in the boxes.

B Another name for a basin
A Covers nearly one third of this
S Flocks of these eat on the ranges
I These run north and south in this area
AND
R Another name for lizards, snakes, etc.
A Area of land between mountains
PROVINCE
R A pasture; growing grass
E A region lacking moisture

Title: Elementary Social Studies Major Geographical Areas of Utah	Topic: Geography	Student Activity Sheet II ANSWER SHEET	304-401 (102) D



The letters already given in the puzzle spell Basin and Range Province. Each letter is a part of another word, spelled across. Use the clues to find these words, then fill in the boxes.

B Another name for a basin
A Covers nearly one third of this
S Flocks of these eat on the ranges
I These run north and south in this area

AND

R Another name for lizards, snakes, etc.
A Area of land between mountains

93 PROVINCE 94

R A pasture; growing grass
E A region lacking moisture.

Title: Elementary - Social Studies Major Geographical Areas of Utah	**Topic:** Geography	Student Data Sheet III	304-401 (102) D

THE COLORADO PLATEAU

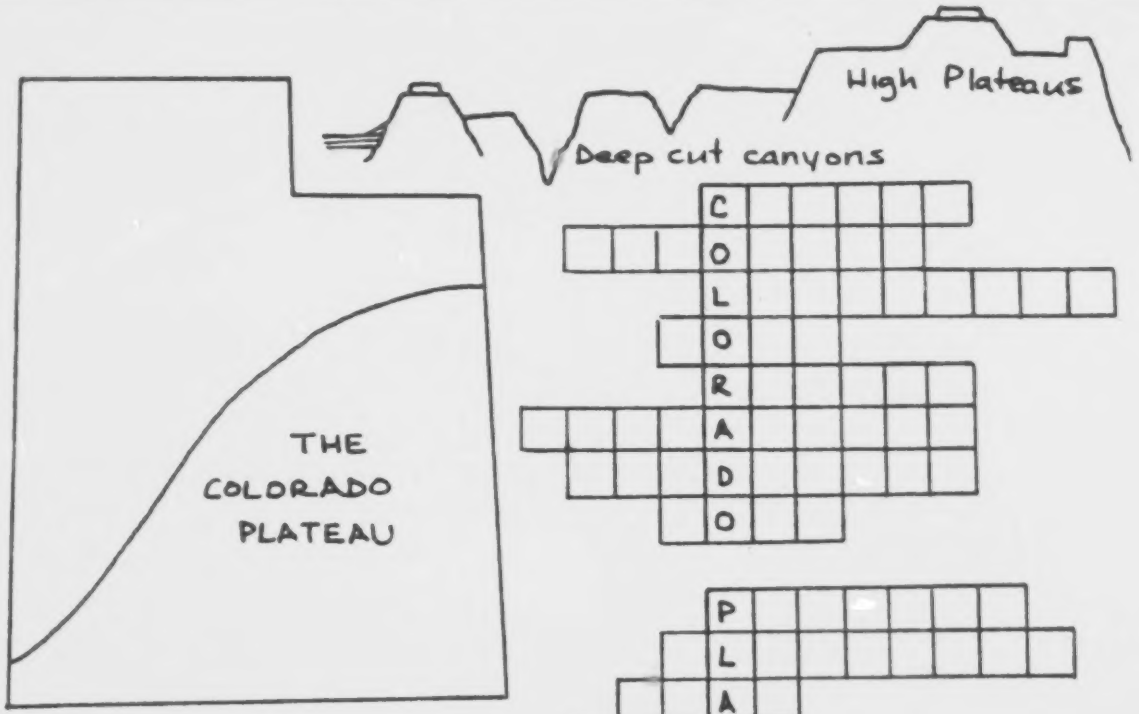
The Colorado Plateau is known for its brilliant coloring and fantastic shapes of its rock formations.

A plateau is an area of land that has been lifed up. Most of the surface land is level although mountains rise above the plateau and canyons have been cut through it. The Colorado Plateau is higher in elevation than the Great Basin, but it also includes Utah's lowest elevation and its hottest desert.

The Colorado Plateau belongs to a huge land mass that was slowly pushed up by great pressure under the surface of the earth. As the land was lifted higher, rivers cut deep canyons into the underlying rocks.

Nearly all of the unusual rock formations have been carved into the sandstone and limestone that was once mud and silt on the bottom of ancient seas or as windblown sand dunes in great deserts. Many mountains were formed by molten lava pushing up from beneath, raising the earth's crust into domes that have eroded into mountains.

Most of the Colorado Plateau is arid, receiving very little rainfall or snow except in the mountain areas. The moisture that does come to this area drains rapidly through the rivers, into the Colorado River, and then runs into Lake Powell.

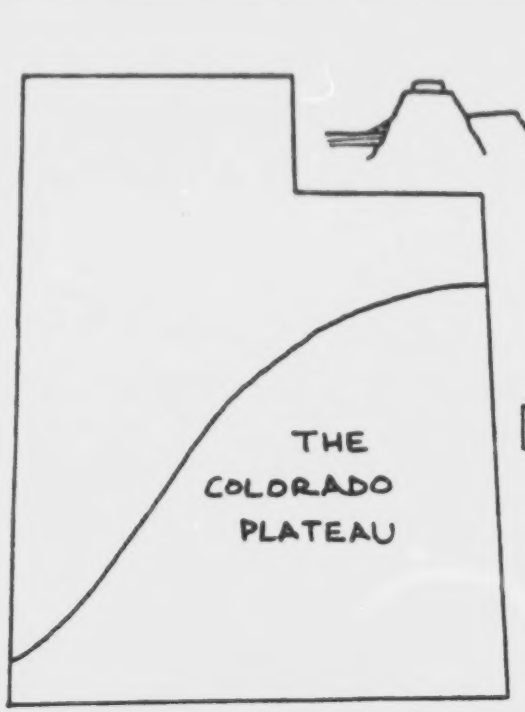


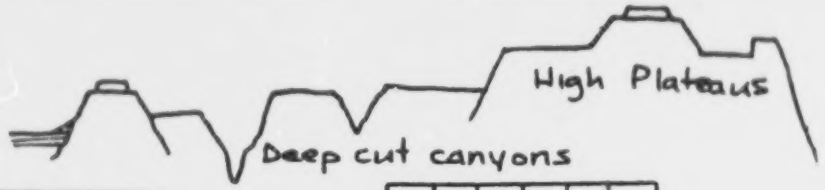
Use the clues to find the words, then fill in the boxes.

C A deep valley with steep slopes
O Beautiful rocks have this
L Type of rock
O Formations are made of this
R This cuts the land into canyons
A Unusual rock shapes
D Type of rock
O Land pushed up into a rounded shape

P Action of molton lava against the earth's crust
L Height above or below sea level
A Once covered this area
T Left from ancient seas
E Land lacking moisture
A Comes from a volcano
U These are made of blowing sand

Title: Elementary Social Studies Major Geographical Area of Utah	Topic: Geography	Student Activity Sheet III ANSWER SHEET	304-401 (102) D





			C	a	n	y	o	n	
C	o	l	o	r	i	n	g		
			L	i	m	e	s	t	o	n	e
		R	O	C	K						
			R	i	v	e	r	s			
F	o	r	m	A	t	i	o	n	s		
	S	a	n	D	s	t	o	n	e		
			D	O	m	e					

			P	u	s	h	i	n	g
		E	L	e	v	a	t	i	o	n
	S	e	A	S						
S	i	l	T							
D	e	s	E	r	t					
			L	A	v	a				
			D	U	n	e	s			

Use the clues to find the words, then fill in the boxes.

C A deep valley with steep clopes.
O Beautiful rocks have this
L Type of rock
O Formations are made of this
R This cuts the land into canyons
A Unusual rock shapes
D Type of rock
O Land pushed up into a rounded shape

P Action of milton lava against the earth's crust
L Height above or below sea level
A Once covered this area
T Left from ancient seas
E Land lacking moisture
A Comes from a volcano
U These are made of blowing sand

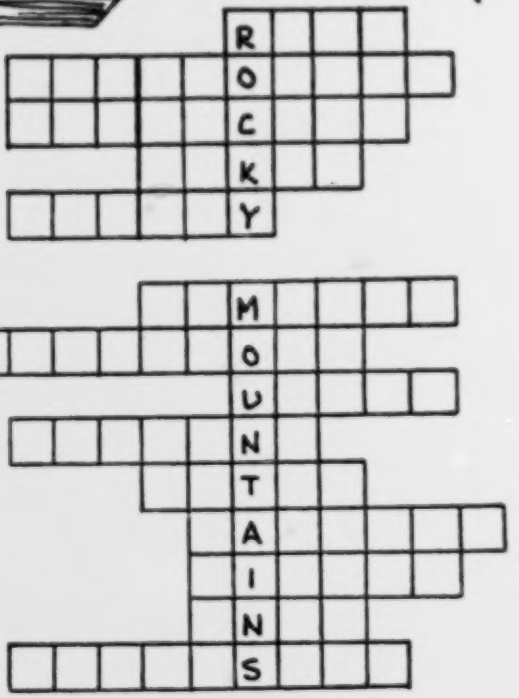
THE ROCKY MOUNTAINS

The Rocky Mountains are represented by the Wasatch and Uintah Mountains in northern Utah. These tall beautiful ranges furnish much of the water that supports modern life in Utah. In these mountains there is a lot of rain and snow that falls. The mountains are Utah's watershed. A shed is a place where things are stored or kept. A watershed then is a place where water is stored or kept. Utah's mountains store the water three different ways: as underground water, as snow, and as rivers, lakes and reservoirs.

The snow in the mountains melts slowly. The water that melts from the snow flows into the valleys most of the summer long. When the snow stops melting the lakes and reservoirs give us the water we need. The dams that have been built hold back the water in the reservoirs, or man made lakes. The water is then let out as it is needed for irrigation or use in homes.

The mountains make a summer pasture for many sheep, cattle, deer, elk, and other animals. They also make a very good recreational area. During the summer people go fishing, picnicing, camping, and hiking. In the fall time the trees and other plants change their leaves to beautiful flaming colors. During winter months there is excellent snowmobiling, skiing, and sleigh riding.

Title: Elementary - Social Studies Major Geographical Areas of Utah	**Topic:** Geography	Student Activity Sheet IV	304-401 (102) D



Use the clues to find the words, then fill in the boxes.

R Mountains receive much of this during the year
O Fun to speed over the snow on
C To take food to the mountains
K Good place to fish and boat
Y Mountains supply water to this area

M To stay overnight in the mountains
O Man made lake
U Range of mountains
N You need a pole, line, hook, and bait to do this
T We need this to live
A Range of mountains
I Carries water to lakes and reservoirs
N What we ski on
S Place where water is stored or kept

Title: Elementary - Social Studies Major Geographical Areas of Utah	Topic: Geography	Student Activity Sheet IV ANSWER SHEET	304-401 (102) D

				R	a	i	n		
s	n	o	w	m	O	b	i	l	e
P	i	c	n	i	C	i	n	g	
				L	a	K	e	s	
V	a	l	l	e	Y				

				C	a	M	P	i	n	g
R	e	s	e	r	v	O	i	r		
						U	i	n	t	a
F	i	s	h	i	N	g				
				w	a	T	e	r		
					W	A	s	a	t	c	h
					R	i	v	e	r	s
					S	N	o	w		
W	a	t	e	r	s	h	e	d		

Use the clues to find the words, then fill in the boxes.

R Mountains receive much of this during the year.
O Fun to speed over the snow on.
C To take food to the mountains.
K Good place to fish and boat.
Y Mountains supply water to this area.

M To stay overnight in the mountains.
O Man made lake.
U Range of mountains.
N You need a pole, line, hook, and bait to do this.
T We need this to live.
A Range of mountains.
I Carries water to lakes and reservoirs.
N What we ski on.
S Place where water is stored or kept.

Title: Elementary - Social Studies Major Geographical Areas of Utah	**Topic:** Geography	Student Data Sheet 5A	304-401 (102) D

MOUNTAINS AND DESERTS

Utah has many beautiful mountain ranges. The Wasatch Mountains were formed by being pushed upward from the valley base. The mountains were pushed up in large blocks. The raising took place along a fault or crack in the earth. The crack of the mountains lies at the west base of the mountains. It is called the Wasatch Fault.

Utah's Uintah Mountains run east and west. Part of the Uintah Mountains has been set aside as a primitive area. This means it is to remain the way it was before the white men came with the modern things they have. In this area there is to be no roads, no motor bikes, etc.

To go into the High Uintah Primitive Area you need to backpack in or go on horseback. Because few people go into this area, fishing is good. There is no hunting, you can see the animals as they live. Trees, shrubs, and flowers grow as they would naturally grow.

Utah's deserts are also beautiful. Much of Utah receives less than ten inches of rainfall a year and is therefore called a desert land. There are some mountains in the desert lands that receive more rainfall than ten inches. This rainfall helps people in desert areas change a dry area into a land of farms and orchards by irrigation.

Utah's deserts do not get as hot as many desert areas around the world. The only hot desert Utah has is in southwestern Utah near St. George.

Title: Elementary - Social Studies Major Geographical Areas of Utah	**Topic:** Geography	Student Data Sheet 5B	304-401 (102) D

MOUNTAINS

Raft River	Stansbury	Wah Wah
Desert Hills	Cedar	Frisco
Wasatch	Deep Creek	Mineral
Uintah	House Range	Pine Valley
Oquirrh	Needle Range	Henry
Abajo	LaSal	Plateau Range

LAKES

Bear	Flaming Gorge
Great Salt Lake	
Sevier	Lake Powell

DESERTS

Great Salt Lake
Escalante
Green River
Utah's Hot Desert
Coral Pink Sand Dunes
Sevier

RIVERS

Bear	Sevier
Colorado	Weber
Virgin	Green
Jordan	Paria
San Rafael	Provo
Escalante	Price
Spanish Fork	
San Juan	
Fremont	
Duchesne	

Title: Elementary - Social Studies Major Geographical Areas of Utah	**Topic:** Geography	Student Data Sheet 5C	304-401 (102) D

LAKES AND RIVERS

Utah has many beautiful lakes and rivers throughout the state. Some lakes are man-made, some natural, and of course the Great Salt Lake which is nearly 23 per cent salt.

The Great Salt Lake provides us with salt and other minerals that are taken from the lake. No fish can live in the lake because of the salt. Among them are brine shrimp, brine flies, and blue green algae. The brine shrimp is used to manufacture fish food.

Bear Lake and Utah Lake are known for the boating and fishing that is so good on both lakes.

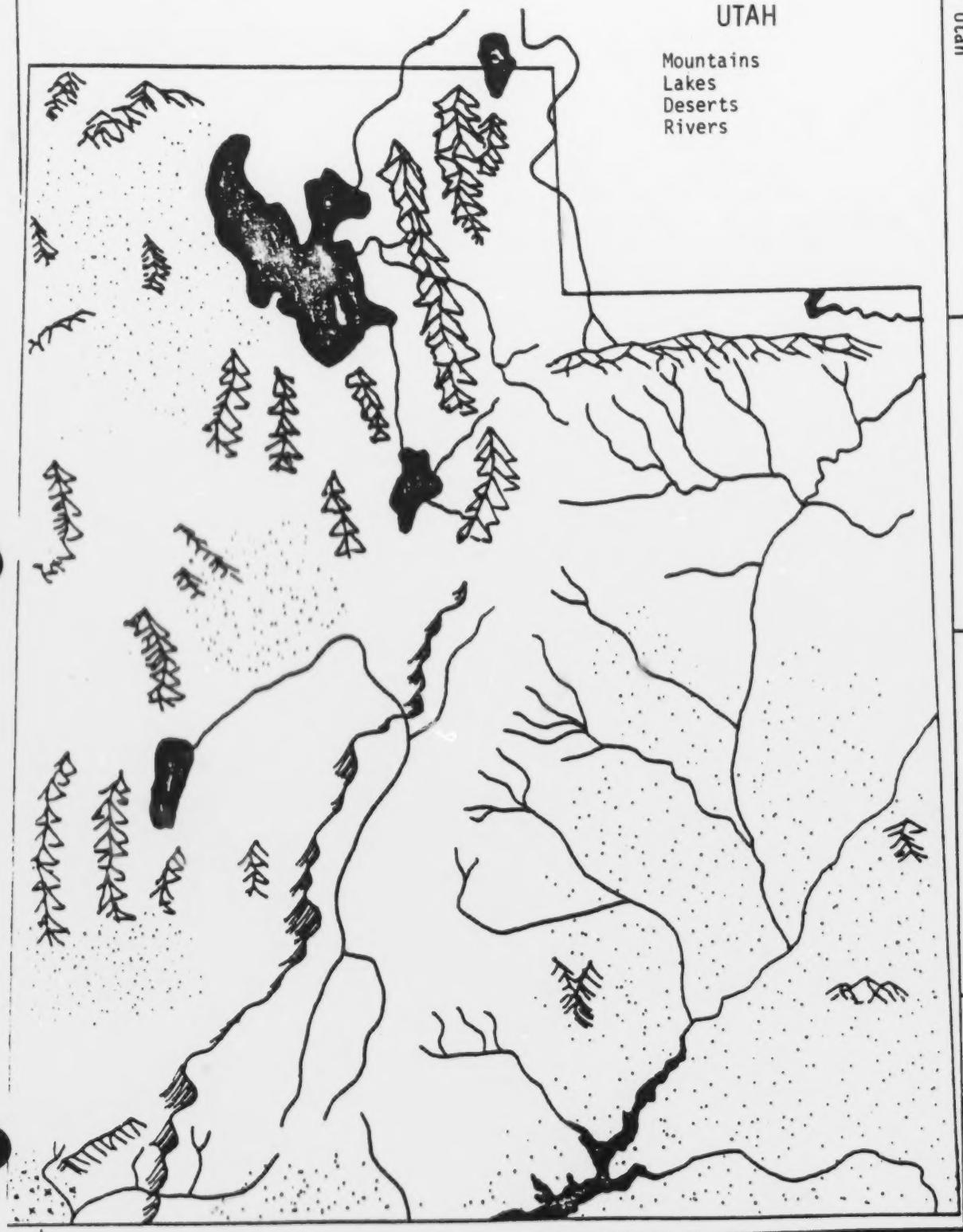
Man-made lakes such as Lake Powell and Flaming Gorge Reservoir are both recreation areas. They provide water for irrigation, boating, fishing, swimming, and electric power.

Utah's two largest rivers are the Green and the Colorado. These rivers have cut deep, beautiful canyons.

Rivers and streams carry water to the valleys. They provide fishing and cool places for hiking and resting. They fill the lakes and reservoirs with water.

In Utah we depend on water. We must have the water not only to drink and fix meals, but we use it to grow crops and keep our yards looking nice.

1. Study the map.
2. Look at the names of the mountains and deserts.
3. Write the names on this map.



Title: Elementary - Social Studies Major Geographical Areas of Utah

Topic: Geography

Student Activity Sheet V

304-401 (102)

D

Elementary - Social Studies Major Geographical Areas of Utah	Geography	Student Activity Sheet 6	304-401 (102)

FOLLOW TEACHER'S INSTRUCTIONS TO COMPLETE THIS SHEET.

	UTAH	NORTH OR SOUTH AMERICA	EUROPE	AFRICA	ASIA
MOUNTAINS	Name:				
	Elevation:				
	Land Use:				
	Facts:				
DESERT	Name: Percipitation:				
	Size:				
	Elevation:				
	Facts				
LAKES	Name: Discovery of:				
	Size				
	Facts:				
RIVERS	Name: Length:				
	Starts & Ends				
	Uses:				

The students will describe the industries in Utah (transportation, communication, mining, manufacturing, construction, ranching, farming, and dairying) and compare them to other industries throughout the world. (103)

Title: Elementary - Social Studies
Resource Maps

Topic: Geography

Time segment: Two Segments

304-402 (103) D

Instructional objectives:

The student becomes aware of how mineral and farm products are the raw materials of industry.

Materials:

1. Student Data Sheet 1, 2, & 3 for each student.
2. Large blackboard space for:
   a. class list of products, and
   b. chart of industries.
3. Mineral and farm product map of another region of the world.
4. Reference materials for finding uses of products.

Evaluation:

The student is able to determine use of raw materials and forecasts possible industries.

Adaptations:

Teacher could have student make individual charts.

Procedure:

Segment 1:

1. Teacher distributes Data Sheets 1, 2, & 3, giving history of the minerals and showing the farm products of Utah.

2. The teacher could also use any other available reference indicating the same information.

3. Students study the resource data, and based on this information, completes a class list of farm and mineral products.

4. Students are then assigned by the teacher to research a product. Using encyclopedias, dictionaries, or other reference materials, the students discover industrial uses of the assigned product.

Segment 2:

1. From individual research, compile a class chart using these industries for categorical headings; transportation, communication, mining, manufacturing, construction, ranching, farming, and dairying.

2. The teacher should provide a mineral and farm product map of at least one other region of the world. Students should then forecast possible similarities and differences of industries in Utah and the other selected region.

Skills: Elementary - Social Studies

304-815
304-878
304-809
304-814

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Resource Maps	**Topic:** Geography	Student Data Sheet I	304-402 (103) D

MINERAL RESOURCES

No other region of comparable size contains a greater variety of minerals than Utah: 627 minerals are found in the state. Crude oil, copper, coal, and uranium are Utah's most important minerals in terms of production. Most mineral production is processed within the state at Kennecott's Smelting Center, at U.S. Geneva Works, Moab's uranium mill, Delta's beryllium plant, at salt recovery plants, gypsum mills, cement plants, and others.

The search for new energy sources is very active. Resources such as oil fields, natural gas, oil shale, and coal are just a few. The future will depend on Utah to give our nation energy resources.

The history of Utah mining can be divided into five periods:

Period 1, 1847-1869. Pioneers produced clay, lime, salt, and building stone. In the 1860s gold, silver, iron and coal were important.

Period 2, 1869-1904. The railroad made mining of gold, silver, copper, lead, and zinc easier. Miners started mining gilsonite during this time.

Period 3, 1905-1940. Copper, iron, coke, and building materials.

Period 4, 1940-1970. Utah's iron, steel and uranium industries developed. Oil wells and refineries came in.

Period 5, 1980s-future. The demand for fossil fuels such as coal and oil shale will open a new mining era for Utah.

UTAH'S MINERALS

SILVER
GOLD
COPPER

Logan • PHOSPHATE

• Brigham City

Ogden • CEMENT
CLAY

POTASH

LIMESTONE

SALT

Salt Lake City • CEMENT

Manila • GAS

SALT
COPPER
LEAD
ZINC

GOLD SILVER
COPPER
LEAD-ZINC
GOLD
SILVER

LEAD
ZINC

PHOSPHATE

Vernal •

OIL
SHALE

OIL
GAS

• Provo PHOSPHATE

GOLD
SILVER
TUNGSTEN
ARSENIC

CLAY
LEAD
SILVER
GOLD
ZINC

• Duchesne
OIL GAS

GILSONITE

• Nephi GAS

COAL

• Price

BERYLLIUM
FLUORSPAR
URANIUM • Delta

BUILDING STONE
• Manti COAL

SALT

• Salina COAL

OIL
GAS

Fillmore •

GYPSUM
CLAYS

URANIUM

POTASH

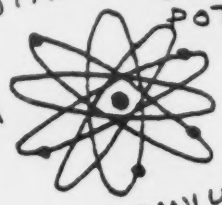
OIL-GAS
POTASH

• Moab

SULPHUR
GOLD
SILVER

URANIUM

COPPER
LEAD
ZINC
FLUORSPAR GOLD
SILVER



URANIUM

URANIUM

OIL
GAS

URANIUM • Monticello

• Panguitch

IRON

• Cedar City

COAL

COPPER
LEAD
GOLD
SILVER

• ST. George

COAL

GOLD

URANIUM

OIL GAS

• Kanab

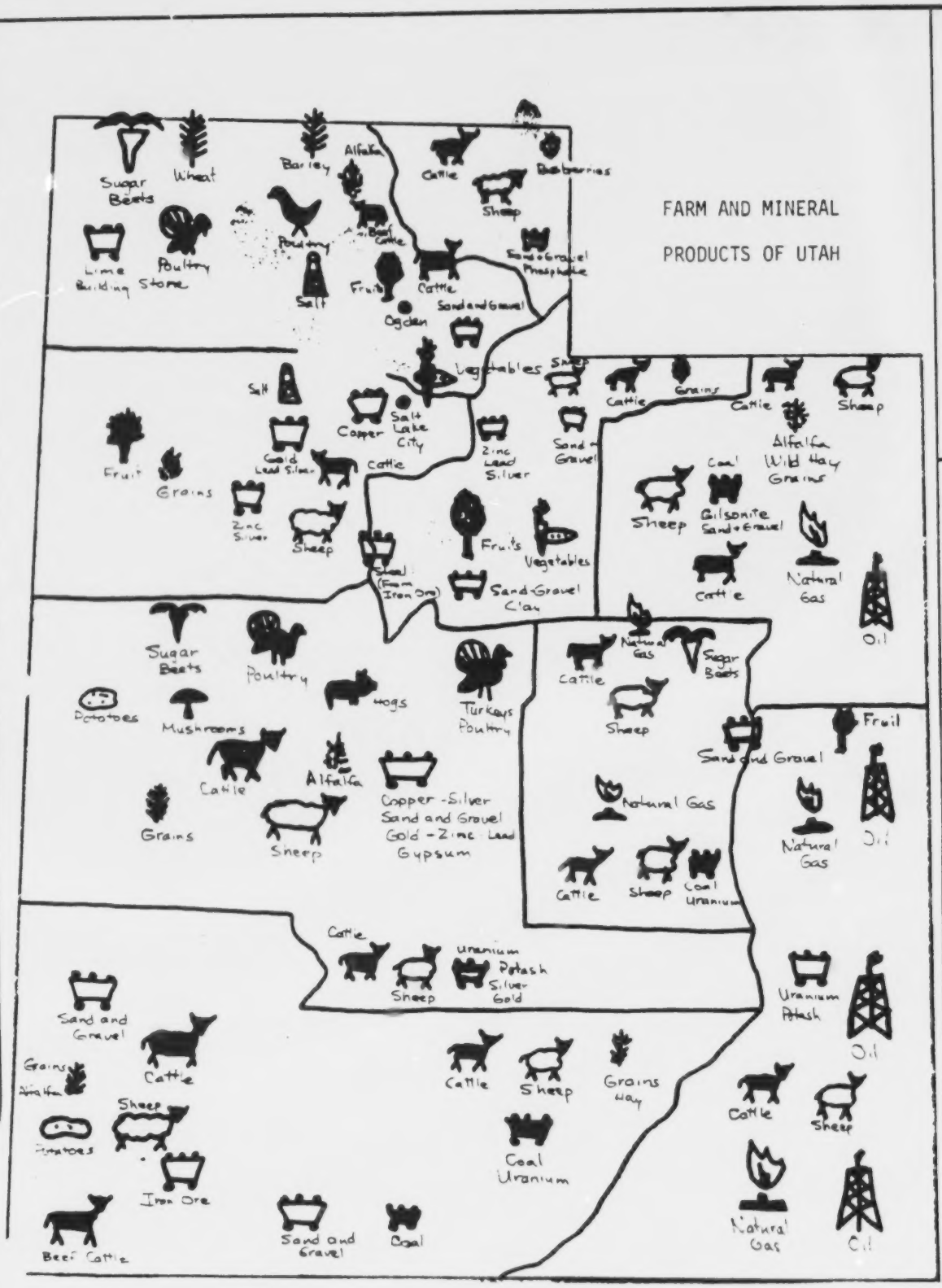
Title: Elementary - Social Studies Resource Maps

Topic: Geography

Student Data Sheet III

304-402 (103)

D



BEST COPY AVAILABLE

The students will locate on a map of Utah its major scenic attractions. (601)(V)

Title: Elementary - Social Studies
Utah's Major Scenic Regions

Topic: Geography

304-403 (601)

Time segment: Depending on mail responses

D

Instructional objectives:

Students will locate on a map, Utah's major scenic attractions.

Materials:

1. Teacher Material I.
2. Letter writing materials for nine committees.
3. Large bulletin board area.
4. Large class produced map of Utah divided into the nine scenic regions.

Evaluation:

The student participates in locating on a map of Utah the major attractions in at least one scenic region.

Adaptations:

The students could produce a map of Utah and locate the major scenic attractions individually or in teams.

Procedure:

1. The teacher refers to Teacher Material I.
2. The teacher determines committees to communicate with each of the information distributors listed.
3. Each committee is instructed to write a letter to the address assigned asking for any information and materials dealing with scenic attractions in that region.
4. A large map of Utah's Scenic Regions should be prepared for a bulletin board area.
5. As requested information is received by the committees, they are responsible for locating, labeling and illustrating all major scenic attractions in their assigned region of Utah on this bulletin board map.

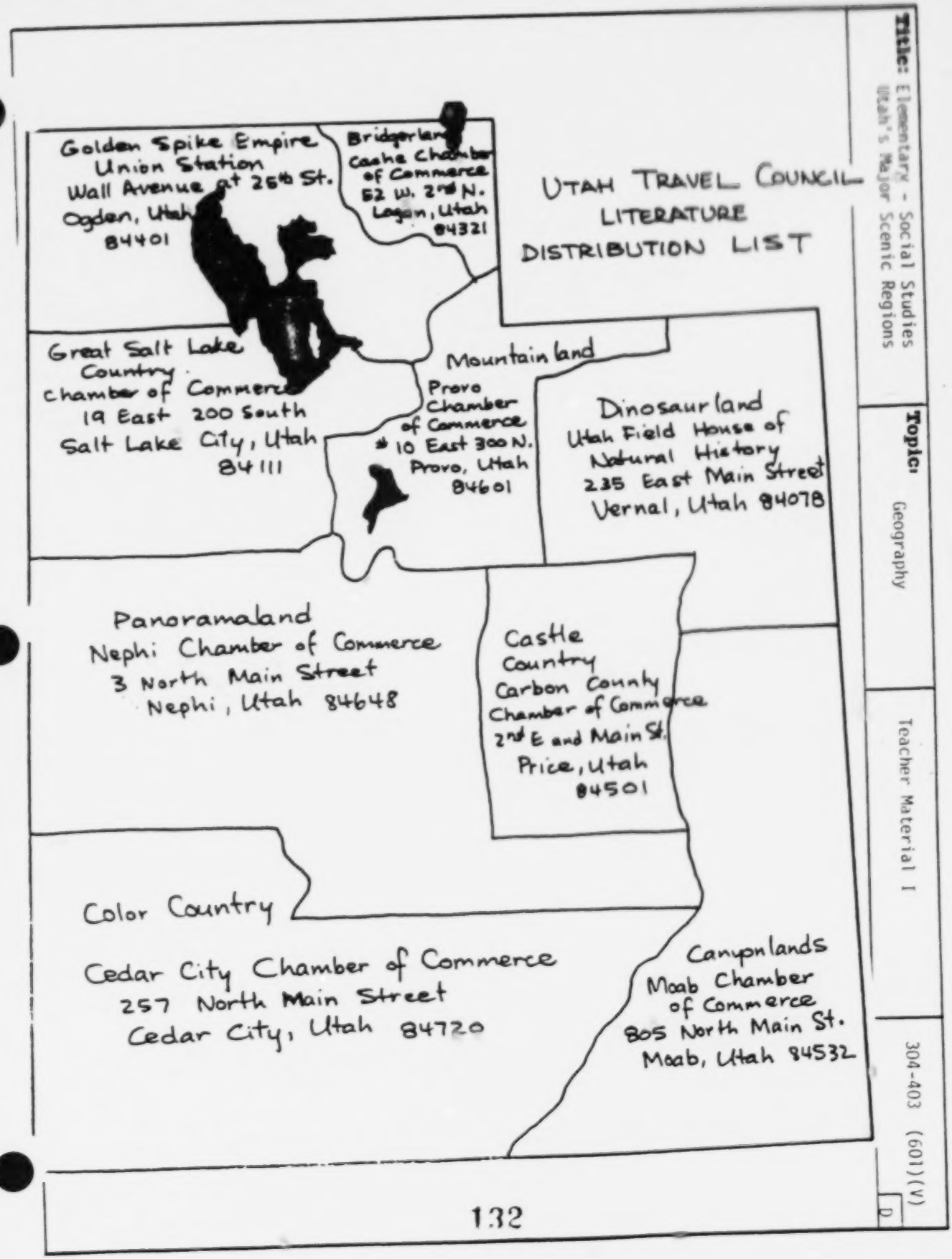
Skills: Elementary - Social Studies

304-850
304-878
304-883

Evaluation and comments on activity:

Students:

Teacher:



Title: Elementary - Social Studies
Utah's Major Scenic Regions

Topic: Geography

Teacher Material I

304-403 (601)(V)

The students will identify the various plants and animals native to Utah and compare them with others found around the world. (602)

Title: Elementary - Social Studies
Plants & Animals Native to Utah

Topic: Geography

Time segment: Teacher Discretion

304-404 (602)

D

Instructional objectives:

Student becomes aware of various plant and animal life native to Utah and compares them with others found around the world.

Materials:

1. Student Activity & Data Sheets for each class member.
2. Reference materials for research on plants and animals.

Evaluation:

Students can identify the major plants and animals native to Utah and find locations in other areas of the world where like species are found.

Adaptations:

Procedure:

1. Teacher distributes Student Activity and Data Sheets dealing with various plants and animals native to Utah.
2. These sheets should be discussed and completed according to teacher discretion.
3. Instruct each student to select at least one animal and at least one plant indigenous to Utah. Research each in reference books and list other regions of the world where each is found.

Skills: Elementary - Social Studies

304-850
304-878
304-816

Evaluation and comments on activity:

Students:

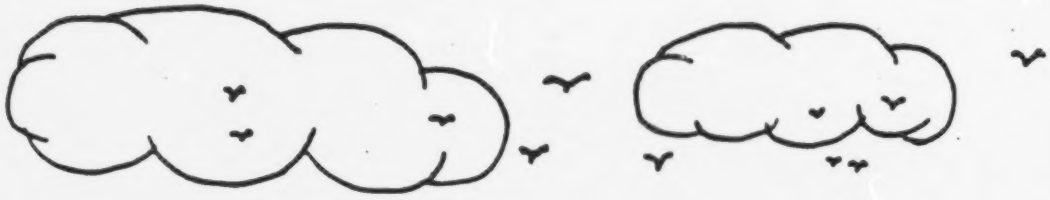
Teacher:

KEY

Plant and Animal Life

There are many different species of wildlife throughout Utah. Many animals live in the mountain ranges as well as the deserts.

Find the animals, birds, and fish in each of the word-search activities. Unscramble the names of the plants.

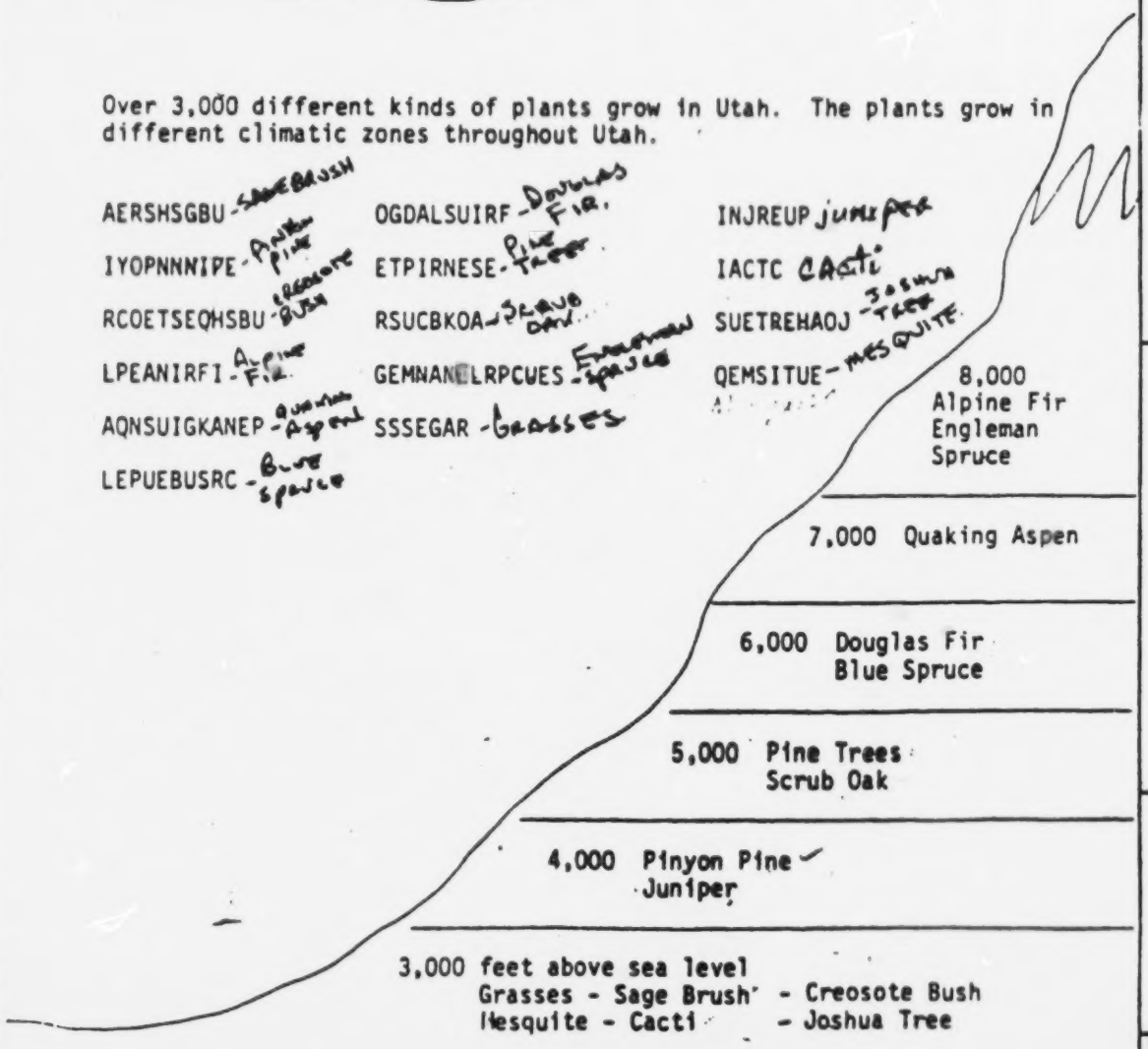


Over 3,000 different kinds of plants grow in Utah. The plants grow in different climatic zones throughout Utah.

AERSHSGBU - SAGEBRUSH
IYOPNNNIPE - PINYON PINE
RCOETSEQHSBU - CREOSOTE BUSH
LPEANIRFI - ALPINE FIR
AQNSUIGKANEP - QUAKING ASPEN
LEPUEBUSRC - BLUE SPRUCE

OGDALSUIRF - DOUGLAS FIR
ETPIRNESE - PINE TREES
RSUCBKOA - SCRUB OAK
GEMNANELRPCUES - ENGLEMAN SPRUCE
SSSEGAR - GRASSES

INJREUP JUNIPER
IACTC CACTI
SUETREHAOJ - JOSHUA TREE
QEMSITUE - MESQUITE



Title: Elementary - Social Studies
Plants & Animals Native to Utah

Topic: Geography

Student Data Sheet

304-404 (602)

D

Title: Elementary - Social Studies
Plants & Animals Native to Utah

Topic: Geography

Student Data Sheet

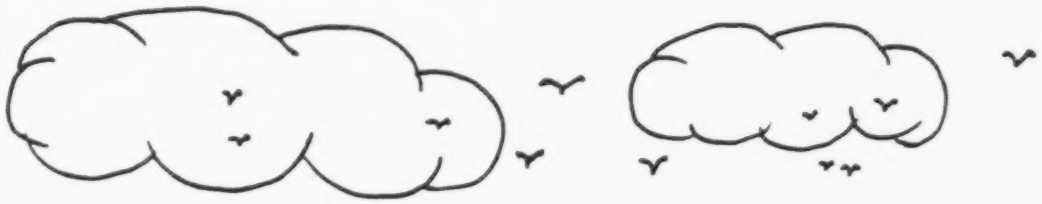
304-404 (602)

D

Plant and Animal Life

There are many different species of wildlife throughout Utah. Many animals live in the mountain ranges as well as the deserts.

Find the animals, birds, and fish in each of the word-search activities. Unscramble the names of the plants.



Over 3,000 different kinds of plants grow in Utah. The plants grow in different climatic zones throughout Utah.

AERSHSGBU	OGDALSUIRF	INJREUP
IYOPNNNIPE	ETPIRNESE	IACTC
RCOETSEOHSBU	RSUCBKOA	SUETREHAOJ
LPEANIRFI	GEMNANELRPCUES	QEMSITUE
AQNSUIGKANEP	SSSEGAR	
LEPUEBUSRC		

8,000 Alpine Fir Engleman Spruce

7,000 Quaking Aspen

6,000 Douglas Fir Blue Spruce

5,000 Pine Trees Scrub Oak

4,000 Pinyon Pine Juniper

3,000 feet above sea level
Grasses - Sage Brush - Creosote Bush
Mesquite - Cacti - Joshua Tree

MAMMALS:

elk
antelope
moose
mountain goat
big horn sheep
bear
mountain lions
bobcats
fox
buffalo
mule deer
beaver
mink
otter
weasel
muskrat
badger
skunk
marten
jackrabbit
cottontail rabbit
snowshoe hare
squirrel
kangaroo rat
praire dog
porcupine
coyotes
chipmunk

b	i	g	h	o	r	n	s	h	e	e	p	a	n	t	e	l	p	o	e	k	l
m	p	o	r	c	u	p	i	n	e	o	o	b	e	a	v	e	r	m	i	n	k
s	e	b	m	o	u	n	t	a	i	n	l	i	o	n	s	u	f	f	a	l	o
j	a	c	k	r	a	b	b	i	t	o	m	u	l	e	d	e	e	r	o	m	a
n	e	o	t	t	e	r	p	r	a	i	r	i	e	d	o	g	t	r	e	l	k
o	t	e	a	w	e	a	s	e	l	m	u	s	k	m	a	r	t	e	n	r	t
b	a	g	d	e	r	s	m	u	s	k	r	a	t	s	u	n	k	x	o	k	q
u	a	n	t	e	l	o	p	e	k	a	n	g	a	r	o	o	r	a	t	i	r
r	e	l	b	e	a	r	k	a	b	a	d	g	e	r	n	g	a	r	a	t	g
i	l	b	u	f	f	a	l	o	n	m	o	o	s	e	o	e	n	i	p	o	d
a	n	s	c	o	y	o	t	e	s	b	o	c	a	b	t	s	k	u	n	k	s
b	i	m	o	u	n	t	a	i	n	g	o	a	t	s	q	u	i	r	r	e	l
f	o	x	c	h	i	p	m	u	n	k	i	l	p	b	o	b	c	a	t	s	e
o	c	o	t	t	o	n	t	a	i	l	r	a	b	b	i	t	a	r	o	a	z
n	s	b	e	s	n	o	w	s	h	o	e	h	a	r	e	b	u	f	f	a	l

Title: Elementary - Social Studies
Plants & Animals Native to Utah

Topic: Geography

Student Activity Sheet

304-404 (602)

D

Title: Elementary - Social Studies
Plants & Animals Native to Utah

Topic: Geography

Student Activity Sheet
ANSWER SHEET

304-404 (602)

D

MAMMALS:

elk	mule deer	jackrabbit
antelope	beaver	cottontail rabbit
moose	mink	snowshoe hare
mountain goat	otter	squirrel
big horn sheep	weasel	kangaroo rat
bear	muskrat	praire dog
mountain lions	badger	porcupine
bobcats	skunk	coyotes
fox	marten	chipmunk
buffalo		

b i g h o r n s h e e p a n t e l p o e k l
m p o r c u p i n e o o b e a v e r m i n k
s e b m o u n t a i n l i o n s u f f a l o
j a c k r a b b i t o m u l e d e e r o m a
n e o t t e r p r a i r i e d o g t r e l k
o t e a w e a s e l m u s k m a r t e n r t
b a g d e r s m u s k r a t s u n k x o k q
u a n t e l o p e k a n g a r o o r a t i r
r e l b e a r k a b a d g e r n g a r a t g
i l b u f f a l o n m o o s e o e n i p o d
a n s c o y o t e s b o c a b t s k u n k s
b i m o u n t a i n g o a t s q u i r r e l
f o x c h i p m u n k i l p b o b c a t s e
o c o t t o n t a i l r a b b i t a r o a z
n s b e s n o w s h o e h a r e b u f f a l

BIRDS:

b w i l d t u r k e y a c p e l i c a n s d
c d g u l l s e t h a r r i e r s f g h i j
z o u n g a m b e l q u a i l o r i o l e s
p a b a l d e a g l e r t r i d e g g u s i
g o d l n e a g e l h u m m i n g b i r d s
h o u s e f i n c h p r t a i d g e o v e d
v u l t u r e s c o r m o r a n t s o o d p
e m e a d o w l a r k c k r e g r e t s m e
a d o r u f f l e d g r o u s e o s p r e y
w l a g o l d e n e a g l e r k h a w k s h
s p a r r o w s i b i s e s e r g o u e a w
c h u c k e r p a r t r i d g e h a l d e a
p h e a s a n t s m o u r n i n g d o v e g
t u r c a l i f o r n i a g u l l k o w l s
e r o b i n y o s p r e y g e g r o u s e r o b l
s w a l l o w s o s w o o d p e c k e r p r
e y s w o l a v o c e t s f l d u c k s r i
o w a r b l e r s w a t e r o u z e l e s p
s b l u e g r o u s e a g e e s e i n o k z

gulls
pelicans
cormorants
egrets
blue grouse
California gull
chuker partridge
gambel quail
morning dove
pheasant
ruffled grouse
orioles
wild turkey
bald eagle
osprey
golden eagle
owls
harriers
vultures
hawks
hummingbird
house finch
meadowlark
robin
swallows
sparrows
warbles
water ouzel
woodpecker
ibises
avocets
ducks
geese
sage grouse

Title: Elementary - Social Studies
Plants & Animals Native to Utah

Topic: Geography

Student Activity Sheet
ANSWER SHEET

304-404 (602)

D

BIRDS:

b w i l d t u r k e y a c p e l i c a n s d
c d g u l l s e t h a r r i e r s f g h i j
z o u n g a m b e l q u a i l o r i o l e s
p a b a l d e a g l e r t r i d e g g u s i
g o d l n e a g e l h u m m i n g b i r d s
h o u s e f i n c h p r t a i d g o v e d
v u l t u r e s c o r m o r a n t s o o d p
e m e a d o w l a r k c k r e g r e t s m e
a d o r u f f l e d g r o u s e o s p r e y
w l a g o l d e n e a g l e r k h a w k s h
s p a r r o w s i b i s e s e r g c u e a w
c h u c k e r p a r t r i d g e h a l d e a
p h e a s a n t s m o u r n i n g d o v e g
t u r c a l i f o r n i a g u l l k o w l s
e r o b i n y o s a g e g r o u s e r o b l
s w a l l o w s o s w o o d p e c k e r p r
e y s w o l a v o c e t s f l d u c k s r i
o w a r b l e r s w a t e r o u z e l e s p
s b l u e g r o u s e a g e e s e i n o k z

gulls
pelicans
cormorants
egrets
blue grouse
California gull
chuker partridge
gambel quail
morning dove
pheasant
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orioles
wild turkey
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owls
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vultures
hawks
hummingbird
house finch
meadowlark
robin
swallows
sparrows
warbles
water ouzel
woodpecker
ibises
avocets
ducks
geese
sage grouse

FISH:

Trout: brook, brown, mackinaw, rainbow, cutthroat, golden

OTHERS: bass, bluegill, catfish, cisco, crappie, perch, walleye

b	g	o	l	d	e	n	r	o	o	k	w	n	m	a	c	k	d	l	e	n	s
r	p	e	r	c	h	b	r	o	c	a	t	f	i	s	h	b	r	o	o	k	c
u	t	t	r	o	t	s	w	a	l	l	e	y	e	n	a	t	f	i	s	h	n
c	h	b	l	u	e	g	i	l	l	b	b	a	s	s	b	r	o	w	n	c	i
c	r	a	p	p	i	e	n	m	a	c	k	i	n	a	w	s	l	f	o	c	s
h	w	a	l	l	e	r	a	i	n	b	o	w	y	e	c	r	a	g	i	l	l
c	i	s	c	o	n	e	y	e	l	l	a	c	u	t	t	h	r	o	a	t	w

Flesh Eater

Plant and Animal Food Chain

This cycle shows how plants and animals help each other. They both could not do without each other.

Plant and flesh eater

Larger animals eat some smaller animals that have eaten plants

Flesh eater dies and decays

The decayed parts give the ground nutrients to give plants.

Small and large animals eat the plants

Title: Elementary - Social Studies
Plants & Animals Native to Utah

Topic: Geography

Student Activity Sheet

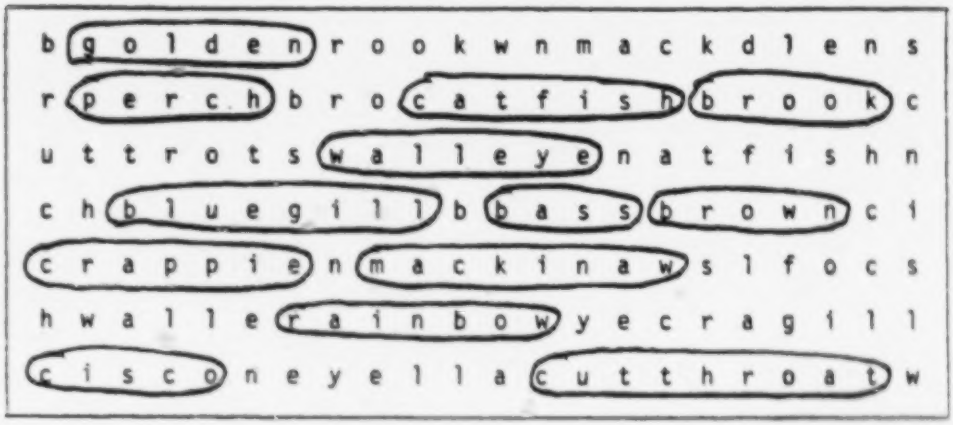
304-404 (602)

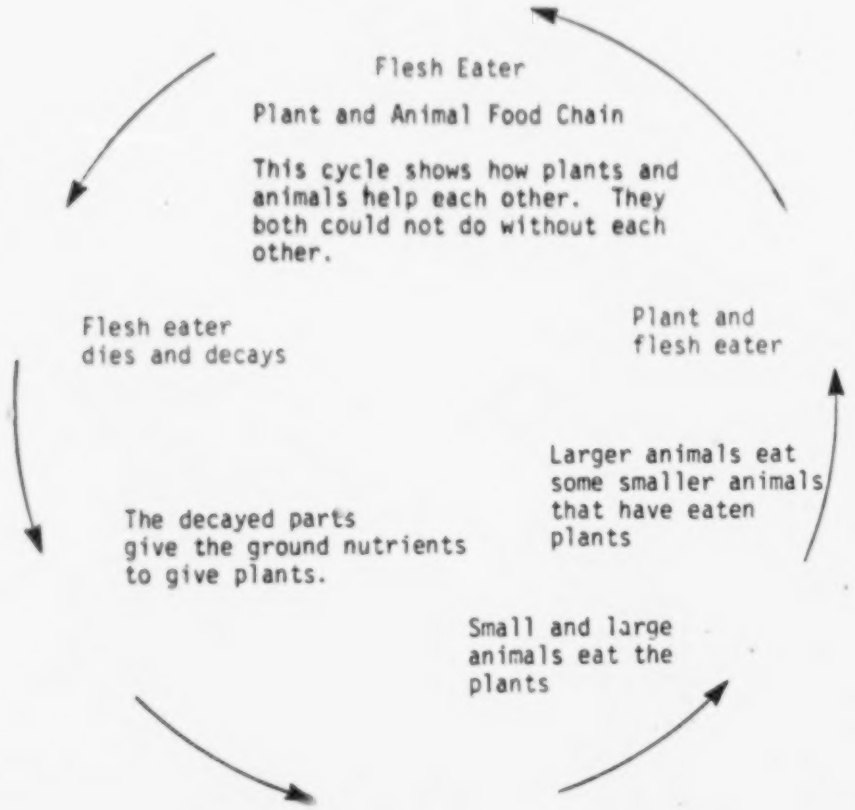
D

FISH:

Trout: brook, brown, mackinaw, rainbow, cutthroat, golden

OTHERS: bass, bluegill, catfish, cisco, crappie, perch, walleye


b g o l d e n r o o k w n m a c k d l e n s
r p e r c h b r o c a t f i s h b r o o k c
u t t r o t s w a l l e y e n a t f i s h n
c h b l u e g i l l b b a s s b r o w n c i
c r a p p i e n m a c k i n a w s l f o c s
h w a l l e r a i n b o w y e c r a g i l l
c i s c o n e y e l l a c u t t h r o a t w


Flesh Eater
Plant and Animal Food Chain
This cycle shows how plants and animals help each other. They both could not do without each other.
Flesh eater dies and decays
Plant and flesh eater
Larger animals eat some smaller animals that have eaten plants
The decayed parts give the ground nutrients to give plants.
Small and large animals eat the plants

Title: Elementary - Social Studies
Plants & Animals Native to Utah

Topic: Geography

Student Activity Sheet
ANSWER SHEET

304-404 (602)

D

The students will discuss the contributions made to Utah's History by the following groups of people:

a. American Indians
b. Explorers
c. Traders and trappers
d. Mormons
e. Other Immigrants
(301)(I,V)

Title: Elementary - Social Studies Contributions

Topic: History

Time segment: Teacher Discretion

304-501 (301)(I,V) D

Instructional objectives:

1. Student will be able to discuss contributions to Utah's History by specific groups of people.

Materials:

1. Copies of Student Data and Activity Sheets for each student.
2. Large bulletin board area.
3. Bulletin board materials and art media selected by teacher.

Evaluation:

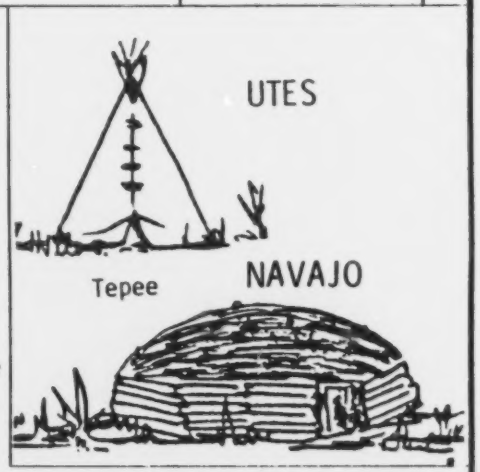
Student participates in large group discussions. Completes Activity Sheets logically and contributes to bulletin board.

Adaptations:

Teacher groups students for study and bulletin board production.

Procedure:

1. The teacher distributes the Data and Activity Sheets for each of the following groups of people: American Indians, Explorers, Trappers and Traders, and Pioneers according to personal time plan.
2. Students read and discuss Data Sheets and complete Activity Sheets.
3. As a culminating activity, prepare a large bulletin board area depicting the contributions made to Utah's history by the above mentioned groups of people.
4. The teacher leads the class in a brainstorming session to categorize areas of contributions such as food, communication, transportation, land development, mining, industry, cultural development, etc.
5. Pictures depicting specific contributions are produced and captioned by the students and arranged categorically on the bulletin board.



Skills: Elementary - Social Studies

304-808
304-850
304-876

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Contributions: Indians	**Topic:** History	Student Data Sheet 1	304-501 (301)(I,V) U

THE INDIANS

Many different Indian groups have lived in Utah over the past years. Some lived here as far back as 10,000 years ago.

The Anasazi Indians lived here about 1300 A.D. and were here even before the time of Christ. They were known as the "Basketmakers".

The Indian tribes of Utah moved around, often staying close to the same area. They raised and hunted animals for food and clothing.

Each Indian tribe developed its own way of making pottery, rugs, blankets, baskets, and jewelry.

Most Indians wore very little clothing, especially during the summer. In winter they had blankets made from wool and skins of animals. They wore moccasins but went bare foot most of the time.

When the white men came to Utah the tribes living here were The Utes, largest Indian tribe in the area; the Paiutes, who lived in small scattered groups, and the Shoshones of northern and western Utah.

The Indians had a common language. They spoke the Uto-Aztecan language. The word "Ute", from which (Yta - Utah) came from, means home of the mountain tops.

The first Indians to build permanent homes were the cliff dwellers. They lived here from about 1 A.D. until 1300 A.D.

Two other tribes of Indians that lived in Utah were the Gosiutes and the Navajo.

Information About The Indian Tribes

CLIFF DWELLERS

They ate mainly corn, beans, squash, and turkey. They lived in a stone tower structure that was like a fort. This tribe moved out of Utah long before the white man came into Utah.

NAVAJO

The Navajo Indians ate corn, seeds, beans, and meats. They made their clothing from wool, and wore some animal skins. They lived in Hogans made from logs - mud - and brush. Many Navajo Indians are still living in Utah today. They make beautiful rugs, blankets, clothing, and jewelry.

Title: Elementary - Social Studies Contributions: Indians	**Topic:** History	Student Data Sheet I-A	304-501 (301)(I,V) D

UTES AND PIUTES

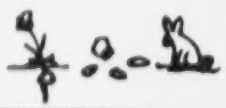
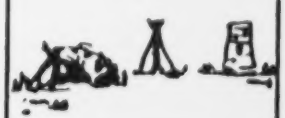
They raised beans, corn, pumpkins, squash, seeds, sego lilly bulbs, berries, and other wild plants. They ate meat when they could get it. They lived in brush homes, some lived in the ground, and some had tepees.

GOSUITES

They ate mainly insects, lizards, seeds, and rabbits. They wore very little clothing because of the hot dry temperatures.

Title: Elementary - Social Studies Contributions: Indians	**Topic:** History	Student Activity Sheet I	304-501 (301)(I,V) D

Fill in the squares from "Information on Indian Groups".

UTAH INDIANS	CLIFF DWELLERS	NAVAJO	UTE PAIUTE	GOSIUTES
FOOD 				
HOME 				
CLOTHING				

Fill in the squares from "Information on Indian groups."

Title: Elementary - Social Studies Contributions: Indians

Topic: History

Student Activity Sheet IA

304-501 (301)(I,V)

D

UTAH INDIAN HOMES

SHOSHONES

TEPEE

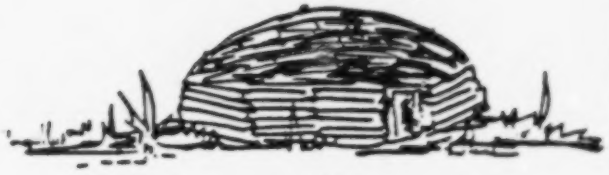
UTES

TEPEE

GOSIUTES

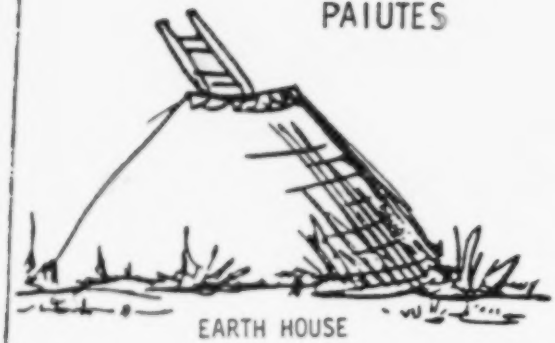
BRUSH WICKIUP

NAVAJO



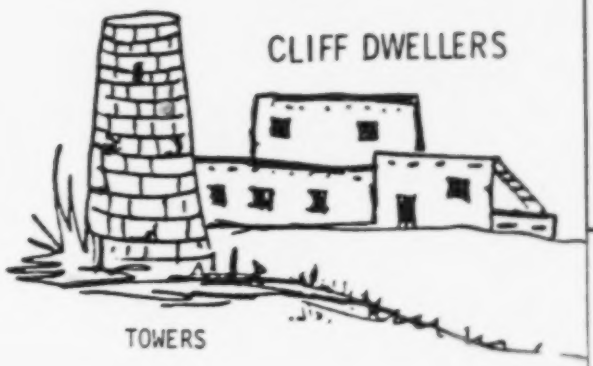
HOGAN

PAIUTES



EARTH HOUSE

CLIFF DWELLERS



TOWERS

COLOR IN THE INDIAN HOMES

Title: Elementary - Social Studies Contributions - Spanish	**Topic:** History	Student Data Sheet II	304-501 (301)(I,V) D

THE SPANISH

Historians believe that the explorer Juan Maria Rivera was probably the first white man to come into Utah. He led an expedition into the Moab area as far as the Colorado River in 1765.

The Spanish people lived in Mexico and parts of America before the English came to America. They wanted to expand into the California area to build churches and settle towns (they called these missions).

In 1776 a group of Spanish explorers were trying to find a short way to travel from Sante Fe, New Mexico to Monterey, California. Father Escalante kept a journal that told about the journey. Father Dominguez was with him, along with eight other men who helped the priests on the journey.

As they traveled northwest they spotted some mountains with snow on their tops. They called them the LaSal Mountains. In Spanish "LaSal" means "the Salt" Mountains. As they went north they came to the Green River and crossed it. They followed rivers and streams until they came to Spanish Fork Canyon (named after them), and from there went into the Utah Valley area.

The priests had an Indian guide with them part of the time and he was able to tell the priests many things about the area.

In the Utah Valley area near Utah Lake, the Indians told them of the Great Salt Lake. Because of the cold weather in September, they decided to turn south. As they were going south it started to snow. It was now October and their food was almost gone. They decided to return to Santa Fe instead of trying to go on.

When they reached the Colorado River they could not find a place to cross. All their food was now gone, so they killed a horse to eat. After many days, they found a place where they could get down to the river by cutting steps in the rocks for their horses' feet. Here they crossed the Colorado River. The place became known as the Crossing of the Fathers. It is now under Lake Powell.

Father Escalante, upon his return to Santa Fe, wrote a very complete journal so other priests and missionaries could follow where the explorers went.

A trail was later made between New Mexico and California. It entered Utah near Moab, went into Central Utah, and turned south leaving our state near St. George. It was called the "Old Spanish Trail". The trail was used for many years before the arrival of the pioneers in 1847.

Title: Elementary - Social Studies Contributions - Spanish	**Topic:** History	Student Activity Sheet II	304-501 (301)(I,V) D

1. Put in the names of the states.
2. Color each state.
3. With a red crayon go over the Escalante Trail. →→→
4. With a black crayon go over the Spanish Trail. - - - -

THE ESCALANTE - DOMINGUEZ TRAIL
AND
THE OLD SPANISH TRAIL

THE ESCALANTE - DOMINGUEZ TRAIL

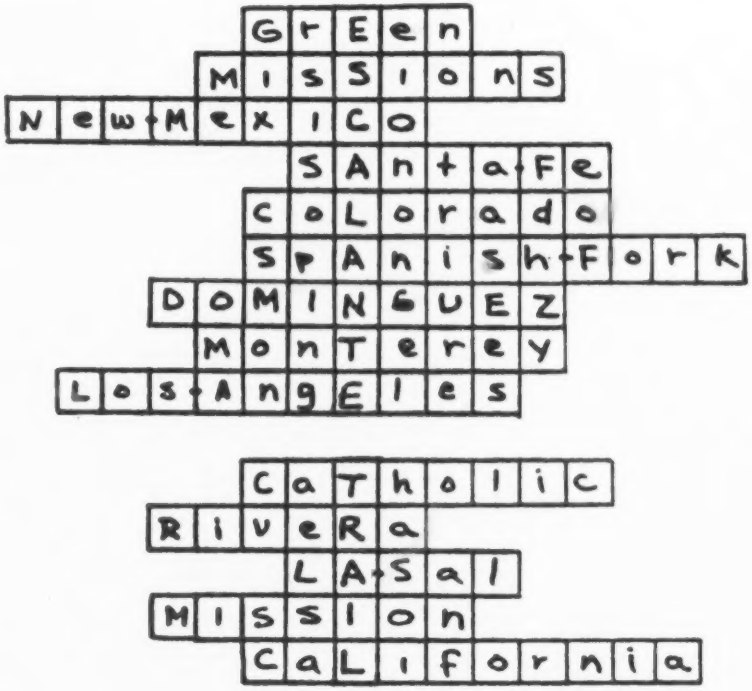
Use these clues to fill in the puzzle.

E- The second river they crossed.
S- Settlement of Spanish people with churches.
C- State in which Sante Fe is located.
A- Starting city of their journey.
L- First and last river they crossed.
A- City and canyon named after the group.
N- Escalante's partner.
T- City they wanted to journey to.
E- City the "Old Spanish Trail" went to.

T- Religion of the fathers.
R- Believed to be first white man in Utah.
A- Mountains meaning "Salt Mountains".
I- Spanish fathers lived here.
L- The state in which Monterey is located.

Title:	Topic:		
Elementary - Social Studies Contributions: Spanish	History	Student Activity Sheet II-A ANSWER SHEET	304-501(301)(I,V) I

THE ESCALANTE - DOMINQUEZ TRAIL



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T- Religion of the fathers.
R- Believed to be first white man in Utah.
A- Mountains meaning "Salt Mountains".
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L- The state in which Monterey is located.

Title: Elementary - Social Studies Contributions: Traders, Trappers and Explorers	**Topic:** History	Student Data Sheet III	304-501 (301)(I,V) D

FUR TRADERS-TRAPPERS-EXPLORERS

In 1819 British fur trappers entered northern Utah, followed in 1824 by American trappers.

Peter Skene Ogden worked for the Hudson Bay Fur Company. The City of Ogden was named in his honor.

Jim Bridger worked for the Rocky Mountain Fur Company in 1822. He found the Great Salt Lake by making a boat at Bear River and floating in it until he came to a large body of water. He drank some of the water and found it was salty. When he returned to the group of trappers and told them his story, many thought he had found the Pacific Ocean.

Etienne Provost trapped in the Utah Valley area. Provo was named after him.

Jedediah Smith kept records of his trapping experiences. He was once attacked by a grizzly bear. The bear ripped off an ear and part of his scalp. He asked James Clyman to sew the scalp and ear back on with a needle and thread. James did, and Jedediah sat there with nothing to kill the pain. Both the scalp and ear healed.

Other noted trappers were William H. Ashley and William L. Sublette.

The trappers became known as the "Mountain Men". It was a hard job being a mountain man. They trapped in the winter because the animals' fur was thicker. They carried with them traps, rifle, powder, shot, knives, some food and bedding.

Once the animal was killed, it was skinned and stretched on a frame to dry. As the trappers collected many furs, they became hard to carry. To make the load lighter they would tie the furs in bundles, dig a hole and bury them. These places became known as "fur caches". When the trappers wanted to sell the furs they would dig the furs out of the ground, load them on their pack animals, and carry them to their fur companies.

Trapper rendezvous were held in Utah once a year. Many Indians and mountain men came together to sell and trade furs, play games, tell stories, sing songs, and dance.

Although trappers explored much of Utah during the 1820's and 30's, it wasn't until the 1940's that serious scientific explorations took place.

Title: Elementary - Social Studies Contributions: Traders, Trappers and Explorers	Topic: History	Student Data Sheet III-A	304-501 (301)(I,V) D

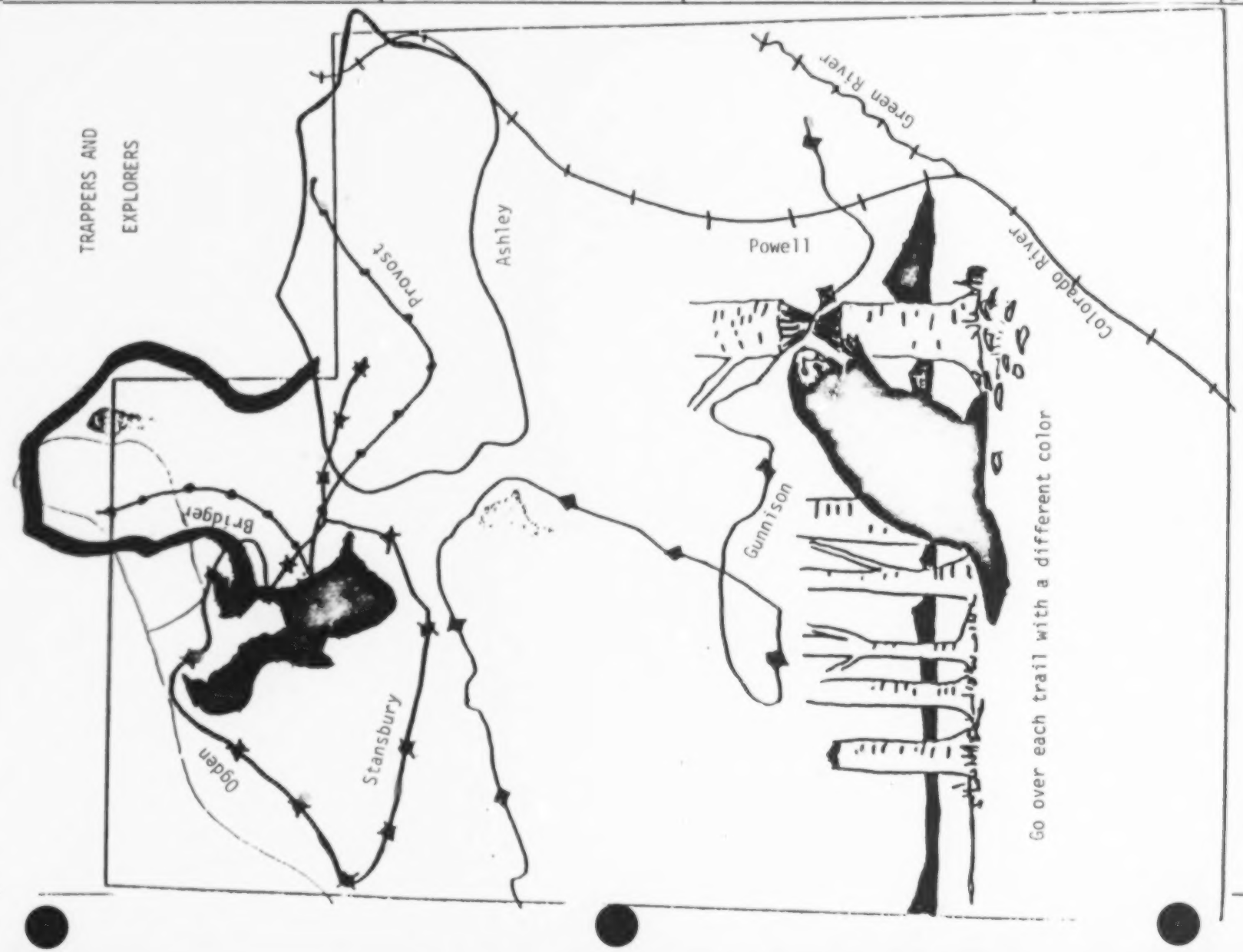
FUR TRADERS-TRAPPERS-EXPLORERS - Continued

John C. Fremont with his guide Kit Carson, made an accurate survey of the Great Salt Lake and surrounding area. Many maps were made of the area. Other surveyors, such as Joseph Walker, Howard Stansbury, and John W. Gunnison surveyed the land for the transcontinental railroad, possible military roads for the army post, collected soil and mineral deposits, kept records of the weather, and made maps.

John Wesley Powell worked for the Smithsonian Institute. He made maps and named many landmarks along the Green and Colorado Rivers.

Captain B.L.E. Bonneville came with 110 men and 28 wagons. He did more fur trapping than exploring. He did leave his name to old Lake Bonneville and the Bonneville Salt Flats.

Title: Elementary - Social Studies Contributions: Traders, Trappers and Explorers	Topic: History	Student Activity Sheet III	304-501 (301)(I,V) D



FUR TRADERS - TRAPPERS - EXPLORERS - Continued

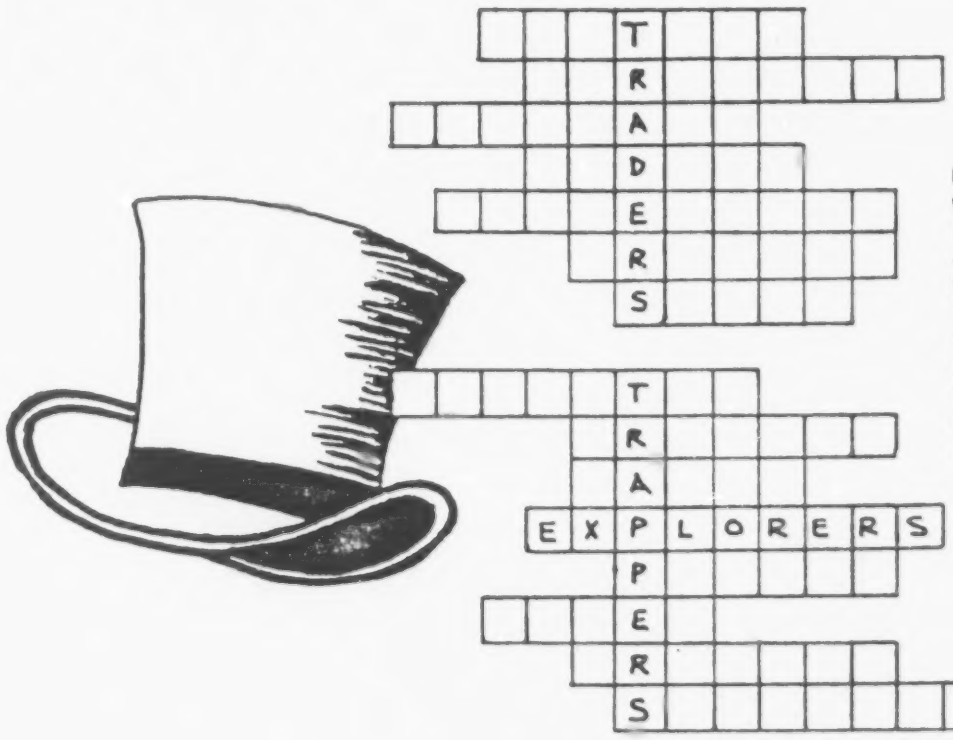
Fill in the squares using these clues:

T- A country some fur trappers trapped for.
R- The skins were _____on a frame.
A- They were known as _____men.
D- Name of a fur compnay.
E- Gathering of Mountain Men and Indians.
R- His guide was Kit Carson.
S- Had a grizzly bear attack him.

T- A noted trapper.
R- Worked for Rocky Mountain Fur Company.
A- To place furs into the ground.
P- Surveyors hired by the government.
P- Explored the Green and Colorado Rivers.
E- Worked for Hudson Bay Fur Company.
R- Provo was named after this trapper.
S- Famous surveyor.

Title: Elementary - Social Studies Contributions: Fur Traders, Trappers and Explorers	**Topic:** History	Student Activity Sheet III-B	304-501 (301)(I,V) D

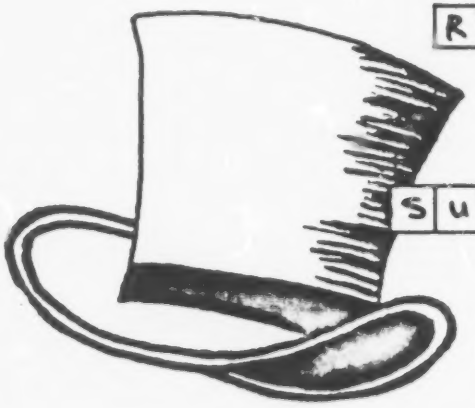
FUR TRADERS - TRAPPERS - EXPLORERS



The tall beaver hat was popular in Europe and eastern U.S. The Trappers came to the Rocky Mts. to catch beavers and get the furs.

Title: Elementary - Social Studies Contributions: Fur Traders Trappers and Explorers	**Topic:** History	Student Activity Sheet III-B ANSWER SHEET	304-501 (301)(I,V) I

FUR TRADERS - TRAPPERS - EXPLORERS



BRITIAN
STRETCHED
MOUNTAIN
HUDSON
RENDEZVOUS
FREMONT
SMITH
SUBLETTE
BRIDGER
CACHE
EXPLORERS
POWELL
OGDEN
PROVOST
STANSBURY

The tall beaver hat was popular in Europe and eastern U.S. The Trappers came to the Rocky Mts. to catch beavers and get the furs.

Title: Elementary - Social Studies Contributions: Pioneers	**Topic:** History	Student Data Sheet IV	304-501 (301)(I,V) D

THE PIONEERS

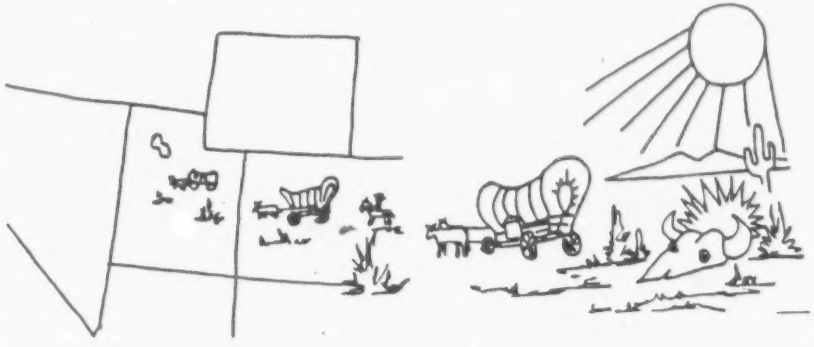
The Church of Jesus Christ of Latter Day Saints (Mormons) began in April of 1830, in Fayette, New York.

The leader of the Church was Joseph Smith. The Church grew quickly. Many people that were not Mormons did not like the Mormon people. These people kept making the Mormons move. Brigham Young became the leader over the Mormons.

The Mormons wanted to find a place to live where they could live their religion in peace and safety. They were forced out of Nauvoo, Illinois in the winter of 1846. They made Winter Quarters, a small settlement, so that the pioneers would have a place to get their materials together for the long trek westward. It was while they were here that the government asked for some men to go to California and help fight the Mexican War. California was trying at this time to win their independence from Mexico. Five hundred men went with the United States Army. They were called the "Mormon Battalion".

The Mexican War was over before the Battalion reached California. Some of the men became ill on the way and joined the pioneers later on the trail. Some went to Salt Lake after arriving in San Diego, while others stayed in the California area.

Many pioneers died along the way, but after months of suffering and hard work, they arrived in the Salt Lake Valley in July, 1847. Orson Pratt was one of the first to ride into the valley. The advanced party found a great variety of green grasses, damp soil, while in other places the soil was dry and grasses nearly dried up. They found places that were swarming with very large crickets, as big as a mans thumb.



Title: Elementary - Social Studies Contributions: Pioneers	**Topic:** History	Student Data Sheet IV-A	304-501 (301)(I,V) D

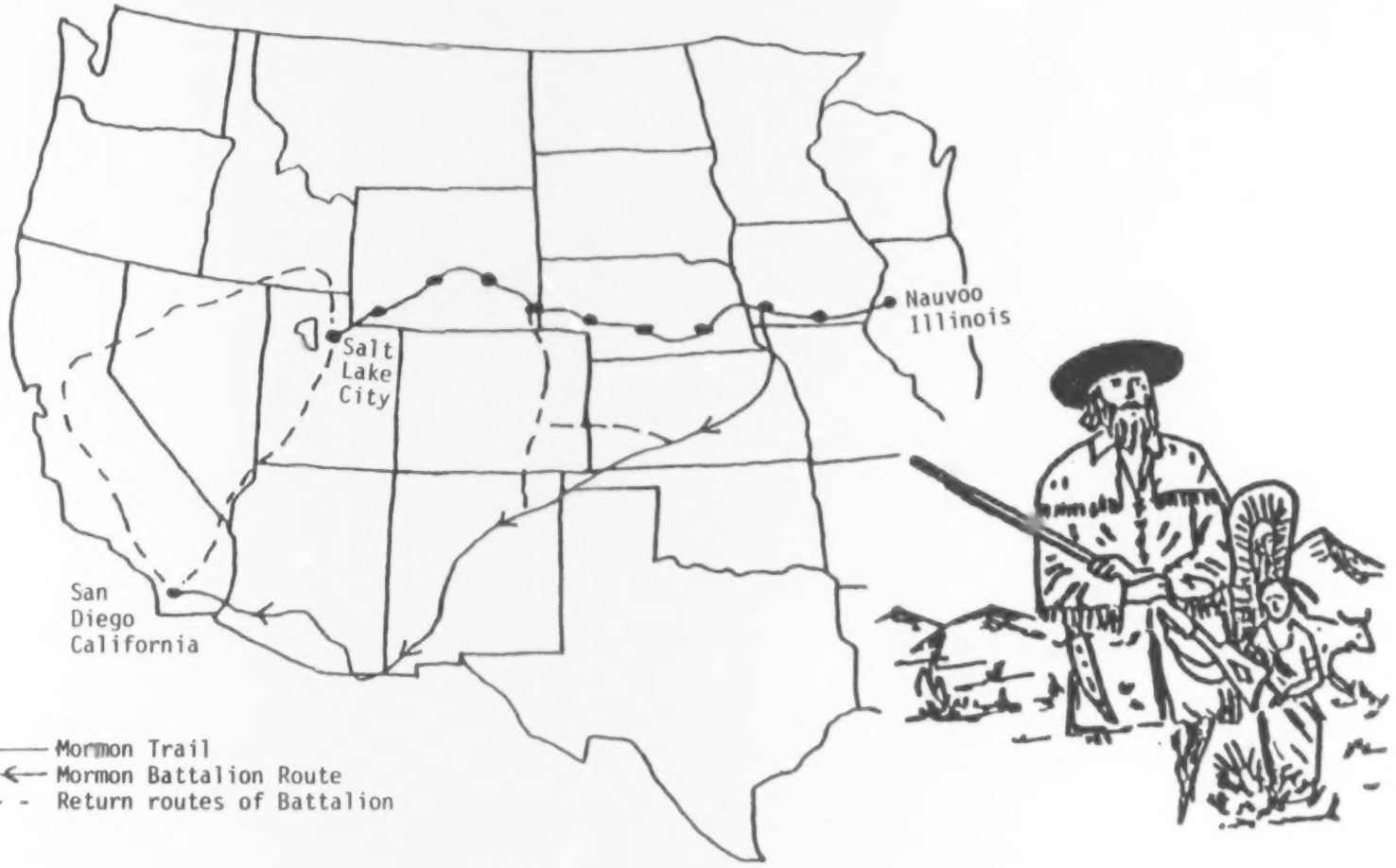
THE PIONEERS - Continued

On July 24, 1847 Brigham Young led 148 people into the valley. They started planting potatoes, corn, beans, wheat, turnips, and buckwheat.

Some men found ducks, antelope, bear, and deer throughout the valley. Others found timber in the mountains to build homes. Some dug ditches from the streams to the fields where crops were planted. A fort was started to protect themselves from the Indians.

The pioneers prepared the valley for the thousands of pioneers that were preparing to come West.

Title: Elementary - Social Studies Contributions: Pioneers	**Topic:** History	Student Activity Sheet IV	304-501 (301)(I,V) D



1. Write in the names of the states.
2. Color each state the Mormons went through.

BEST COPY AVAILABLE

Title: Elementary - Social Studies Contributions: Pioneers	**Topic:** History	Student Data Sheet V	304-501 (301)(I,V) D

PIONEERS SETTLE UTAH

The pioneers planted crops as soon as they came into the valley. They marked off where the streets were to be. Each family was given land to farm.

They had very little food to live on the first winter. They ate roots of plants to keep from starving. A very popular root they ate came from the Sego Lilly.

As spring came to the valley, the pioneers worked hard in the fields and built homes. A late spring frost killed many of the crops.

The wheat looked as though it would be a good harvest, however, there were many insects and crickets that came from a hillside nearby. The crickets crawled onto the wheat and started stripping the crops bare.

The pioneers ran to their fields with sticks, brooms, and shovels to kill the crickets. Many pioneers tried to kill them with fire and water but the crickets kept coming. The pioneers prayed with hope that they would receive help. After three days of hard work they looked up into the sky and saw thousands of sea gulls. The birds ate the crickets and the pioneers were very thankful.

Pioneer life was very hard. Each day they needed to irrigate, plant and take care of their crops, take care of the animals, and care for the family.

Families were called by Brigham Young to go into different areas and settle. Many small towns were started. President Young knew that some areas contained minerals such as coal and iron. He wanted the pioneers to settle these areas and produce these materials for all. One of the most famous southern settlements was called Dixie. The pioneers went there to grow cotton and to mine iron from the hills.

Soon after the pioneers settled in the valley, many other settlers came, both Mormon and non-Mormon.

The development of the railroad and mines brought people to our area from all parts of the world.

Brigham Young had a hard time communicating with the pioneers in the other cities. It took three months to send a letter back east and return. Finally the Pony Express began carrying mail. It carried mail from Missouri to California, a distance of 1,966 miles, the trip took about 9 days.

Title: Elementary - Social Studies Contributions: Pioneers	**Topic:** History	Student Data Sheet V-A	304-501 (301)(I,V) D

PIONEERS SETTLE UTAH - Continued

The Pony Express lasted only 18 months before it was replaced by the telgraph. The telegraph line started in Omaha, Nebraska and came to Utah in 1861. The east could now communicate with the west in a short time.

Brigham Young set up his own telegraph system throughout the the state in 1867.

The students will explain how knowledge of the past events enables us to better understand the present. (101)(V)

Title: Elementary - Social Studies
Past Leads To Present

Topic: History

Time segment: One Time Segment

304-502

D

Instructional objectives:

The student will explain how knowledge of past events relates to the present.

Materials:

1. Student Activity Sheet for each student.
2. Student Data Sheets from 304-501

Evaluation:

Students can logically express in writing how past events relate to present.

Adaptations:

1. Teacher conducts class lesson with overhead transparency.
2. Other.

Procedure:

1. Teacher distributes Student Activity Sheet, "Past Leads to Present," to each student.
2. The Student Data Sheets used in Activity 304-501 are used for the knowledge base for this activity.
3. Students follow the instructions on the activity sheet and express in writing how the past is related to the present.

Skills: Elementary - Social Studies

304-881
304-877

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Past Leads to Present	**Topic:** History	Student Activity Sheet	304-502 D

Past: Choose an event.
Event: Spanish exploring and establishing missions in this area.

Present: How did this past event effect the present?

Architecture:

Food:

Language and names:

Past: Choose an event:
Event:

Present: How did this past effect the present?

The students will evaluate their cultural heritage, especially material cultures, i.e., homes, buildings, journals, manuscripts, photography, etc. in their community and state. (601)(I,V)

Title: Elementary - Social Studies
Contrasting Architecture of Utah

Topic: History

Time segment: Two Time Segments

304-503 (411)(V)

D

Instructional objectives:

To assist the student in evaluating their cultural heritage by studying specific types of architecture found in Utah.

Materials:

1. Student Data Sheets for each class member.
2. Student Activity Sheets for each student.
3. Arrangement for tour of local area.

Evaluation:

The student is able to identify specific types of architectural designs on historical Utah buildings and in their local area.

Adaptations:

Local architect invited to the class to speak on history of architecture in local area.

199

Procedure:

1. Extensive information on teaching concepts of architecture suitable for fourth grade level has been produced in booklet form by the Jordan School District. This reference is entitled Teaching Concepts of Architecture in the Schools, by Alan D. Roberts. The booklet can be ordered through the school district, 9361 South 400 East, Sandy, Utah 84070. % Dr. JoAnn Sighini.

2. The teacher distributes Student Data Sheets and/or uses the same materials as overhead transparencies.

KEARNS MANSION

3. Teacher conducts a discussion on the development of different types of architecture and their impact upon the buildings in Utah. The discussion should emphasize types of windows, doors, cornice and roof tops.

4. Teacher distributes Student Activity Sheets to each class member.

5. Students study each historic building of Utah on the individual activity sheets and identify the types of windows, doors, cornice and roof on each.

6. As a culminating activity, students can tour their LOCAL AREA and locate examples of the studied architectural forms.

7. For information concerning films, slide programs, and tours, contact:

   The Utah Heritage Foundation
   355 Quince Street
   Salt Lake City, Utah 84103
   Call Raye Graham - 533-0858

2 0

Skills: Elementary - Social Studies

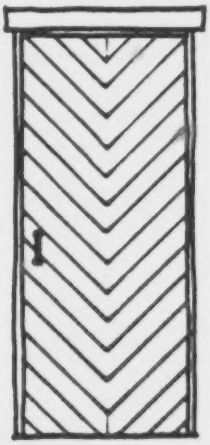
304-879
304-883

Evaluation and comments on activity:

Students:

Teacher:

DOOR TYPES



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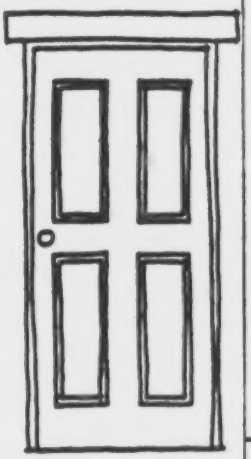
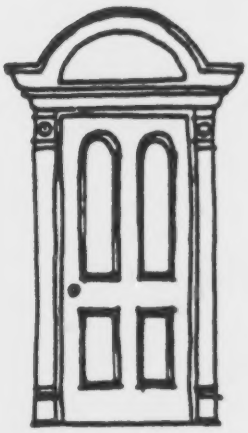
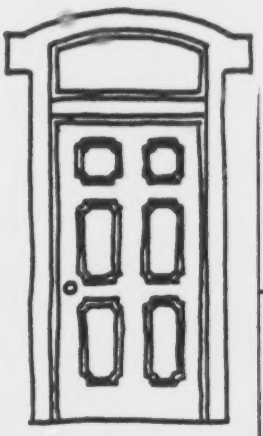


FOUR PANEL

FEDERAL / GREEK REVIVAL

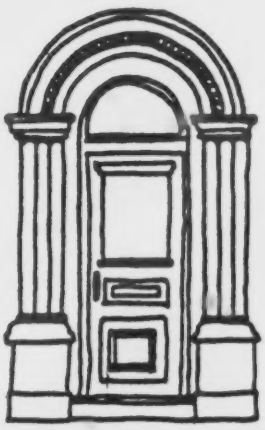


ITALIANATE

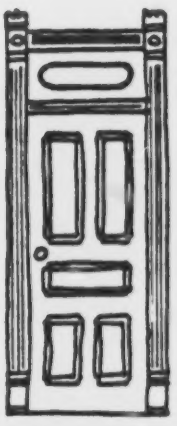


FRENCH

NEO-CLASSICAL REVIVAL



ROMANESQUE REVIVAL



EASTLAKE

Title: Elementary - Social Studies
Contrasting Architecture of Utah

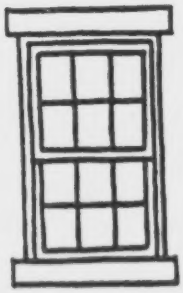
Topic: History

Student Data Sheet 1

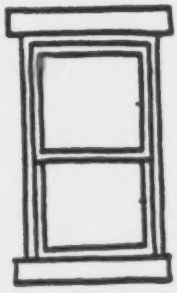
304-503 (411)(V)

D

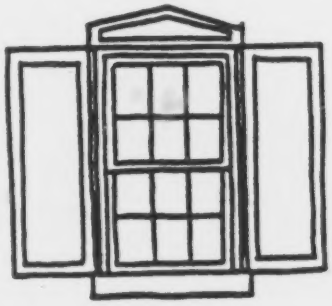
WINDOW TYPES



SIX OVER SIX

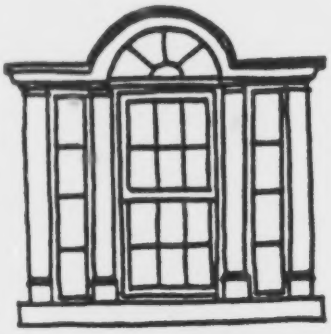


TWO OVER TWO



FEDERAL

GREEK REVIVAL



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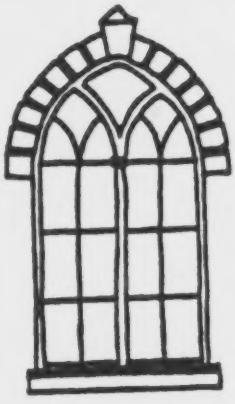
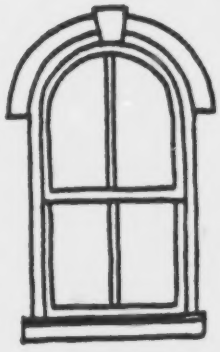
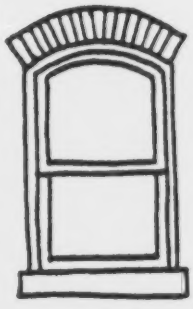


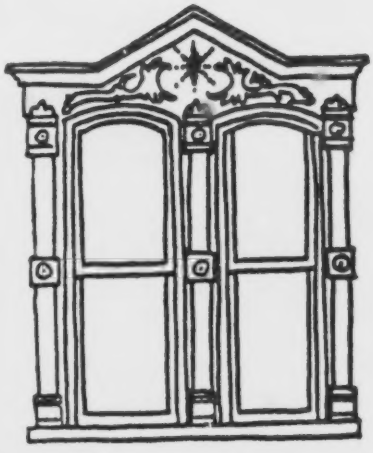
GOTHIC



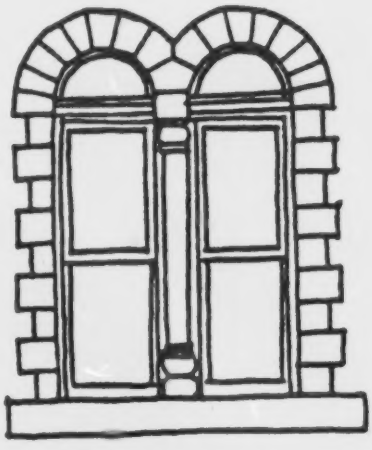
ROMAN



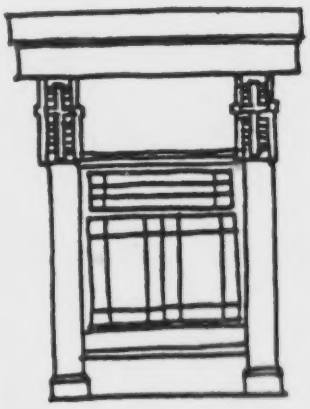
SEGMENTED



VICTORIAN ITALIANATE



ROMANESQUE REVIVAL



PRAIRIE STYLE

Title: Elementary - Social Studies
Contrasting Architecture of Utah

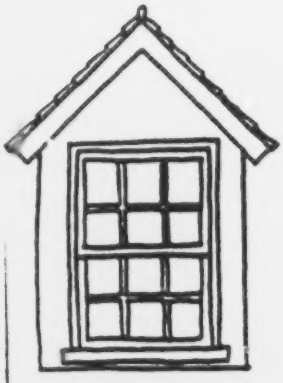
Topic: History

Student Data Sheet **II**

304-503 (411)(V)

D

DORMER TYPES

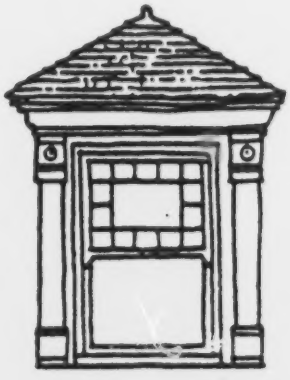


STANDARD

" DIXIE DORMER"

ROUND "DIXIE"

GOTHIC REVIVAL



QUEEN ANNE

DORMER - GABLE

SHINGLE STYLE

CHATEAUESQUE

NEO-CLASSICAL

Title: Elementary - Social Studies
Contrasting Architecture of Utah

Topic: History

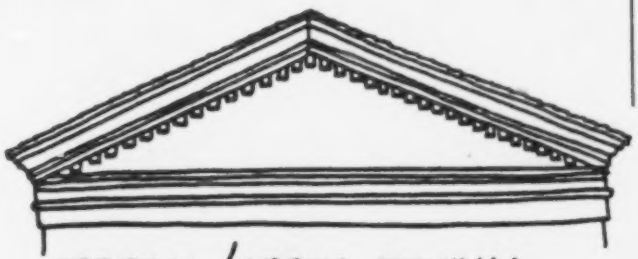
Student Data Sheet III

304-503 (411)(V)

D

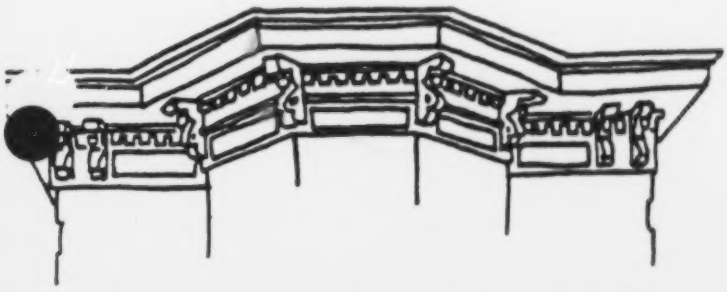
CORNICE TYPES

VERNACULAR

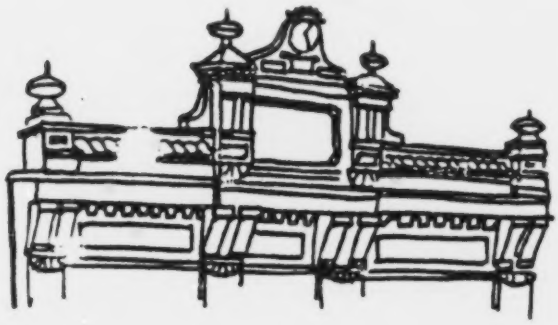


FEDERAL/GREEK REVIVAL

(RIGHT) BRACKETED CORNICE & FRIEZE →



HIGH VICTORIAN ITALIANATE



STAMPED TIN

CAST IRON

Title: Elementary - Social Studies
Contasting Architecture of Utah

Topic: History

Student Data Sheet IV

304-503 (411)(V)

D

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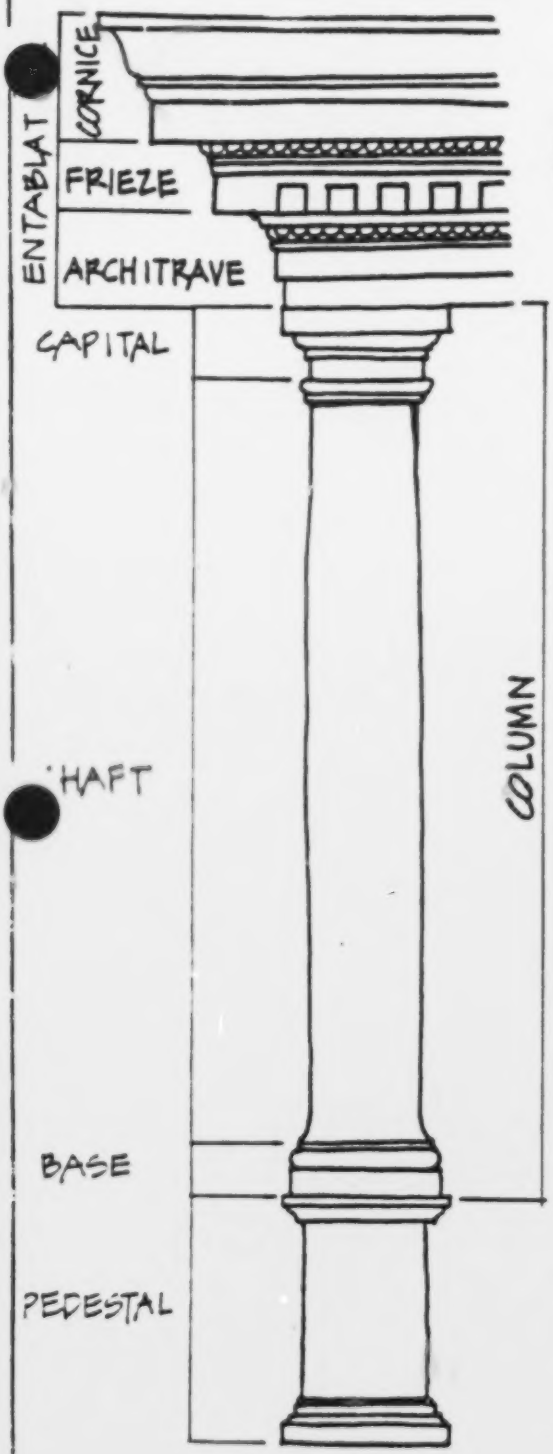
Title: Elementary - Social Studies Contrasting Architecture of Utah

Topic: History

Student Data Sheet V

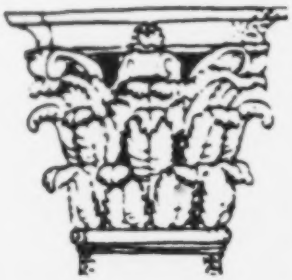
304-503 (411)(V)

D

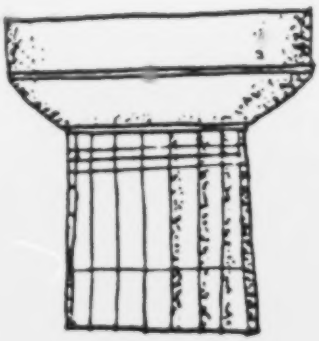


COLUMN
(WITH PEDESTAL & ENTABLATURE)

IONIC



CORINTHIAN



DORIC

COMPOSITE

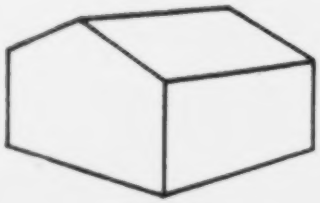
BYZANTINE

GOTHIC

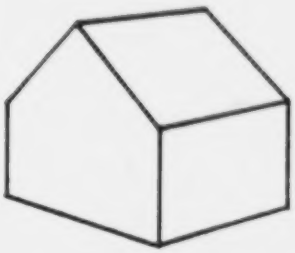
TYPES OF CAPITALS

BEST COPY AVAILABLE

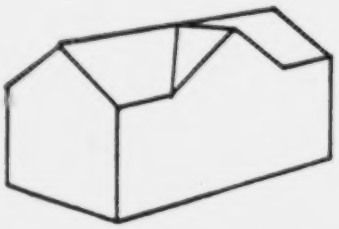
ROOF TYPES



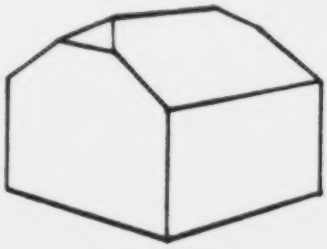
LOW GABLE



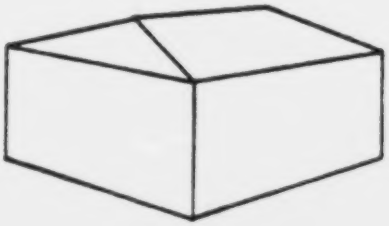
HIGH GABLE



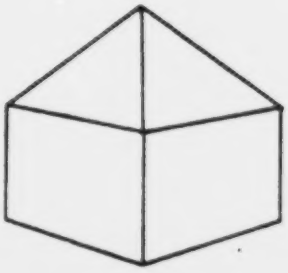
GABLE-DORMER



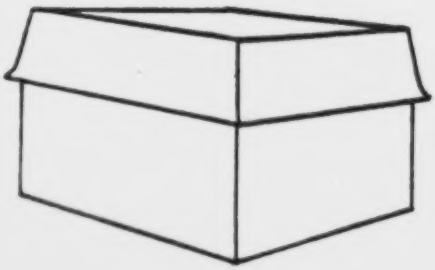
HIPPED GABLE



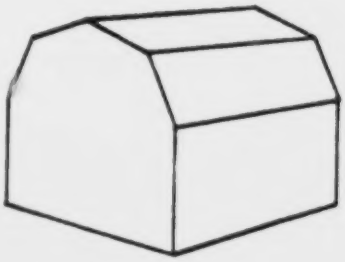
LOW HIP



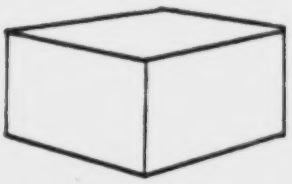
PYRAMIDAL



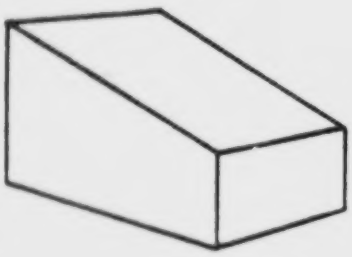
MANSARD



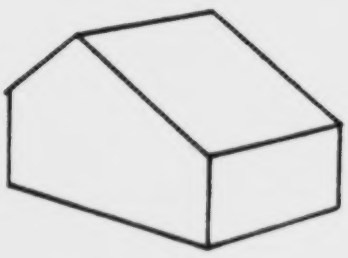
GAMBREL



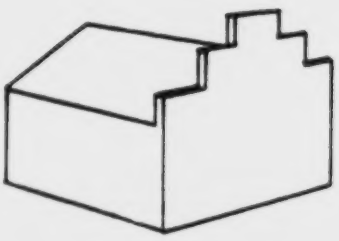
FLAT



SHED



SALTBOX



BOOMTOWN

Title: Elementary - Social Studies Contrasting Architecture of Utah

Topic: History

Student Data Sheet VI

304-503 (411)(V)

D

Title: Elementary - Social Studies Contrasting Architecture of Utah	**Topic:** History	Student Activity Sheet	304-503 (411)(V) D

KEARNS MANSION

Window Types: _____

Door Types: _____

Dormer Types: _____

Cornice Types: _____

Roof Types: _____

BEST COPY AVAILABLE

Title: Elementary - Social Studies Contrasting Architecture of Utah	**Topic:** History	Student Activity Sheet	304-503 (411)(V) D

MINERS HOSPITAL, PARK CITY

Window Types:_____

Door Types:_____

Dormer Types:_____

Cornice Types:_____

Roof Types:_____

Title: Elementary - Social Studies Contrasting architecture of Utah	Topic: History	Student Activity Sheet	304-503 (411)(V) D

DOWNEY MANSION

Window Types: _____

Door Types: _____

Dormer Types: _____

Cornice Types: _____

Roof Types: _____

Title: Elementary - Social Studies Contrasting Architecture of Utah	**Topic:** History	Student Activity Sheet	304-503 (411)(V) D

BEEHIVE HOUSE

Window Types:_____

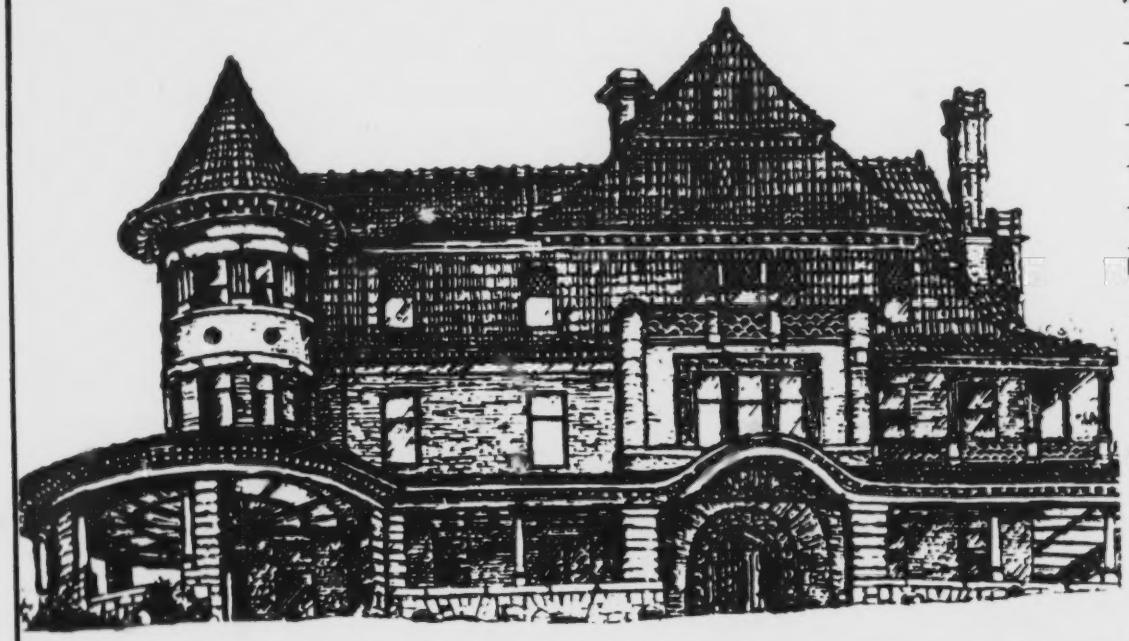
Door Types:_____

Dormer Types:_____

Cornice Types:_____

Roof Types:_____

Title: Elementary - Social Studies Contrasting Architecture of Utah	**Topic:** History	Student Activity Sheet	304-503 (411)(V) D



McCUNE MANSION

Window Types: _____

Door Types: _____

Dormer Types: _____

Cornice Types: _____

Roof Types: _____

Title: Elementary - Social Studies Contrasting Architecture of Utah	**Topic:** History	Student Activity Sheet	304-503 (411)(V) D

WALKER MANSION

Window Types: _____

Door Types: _____

Dormer Types: _____

Cornice Types: _____

Roof Types: _____

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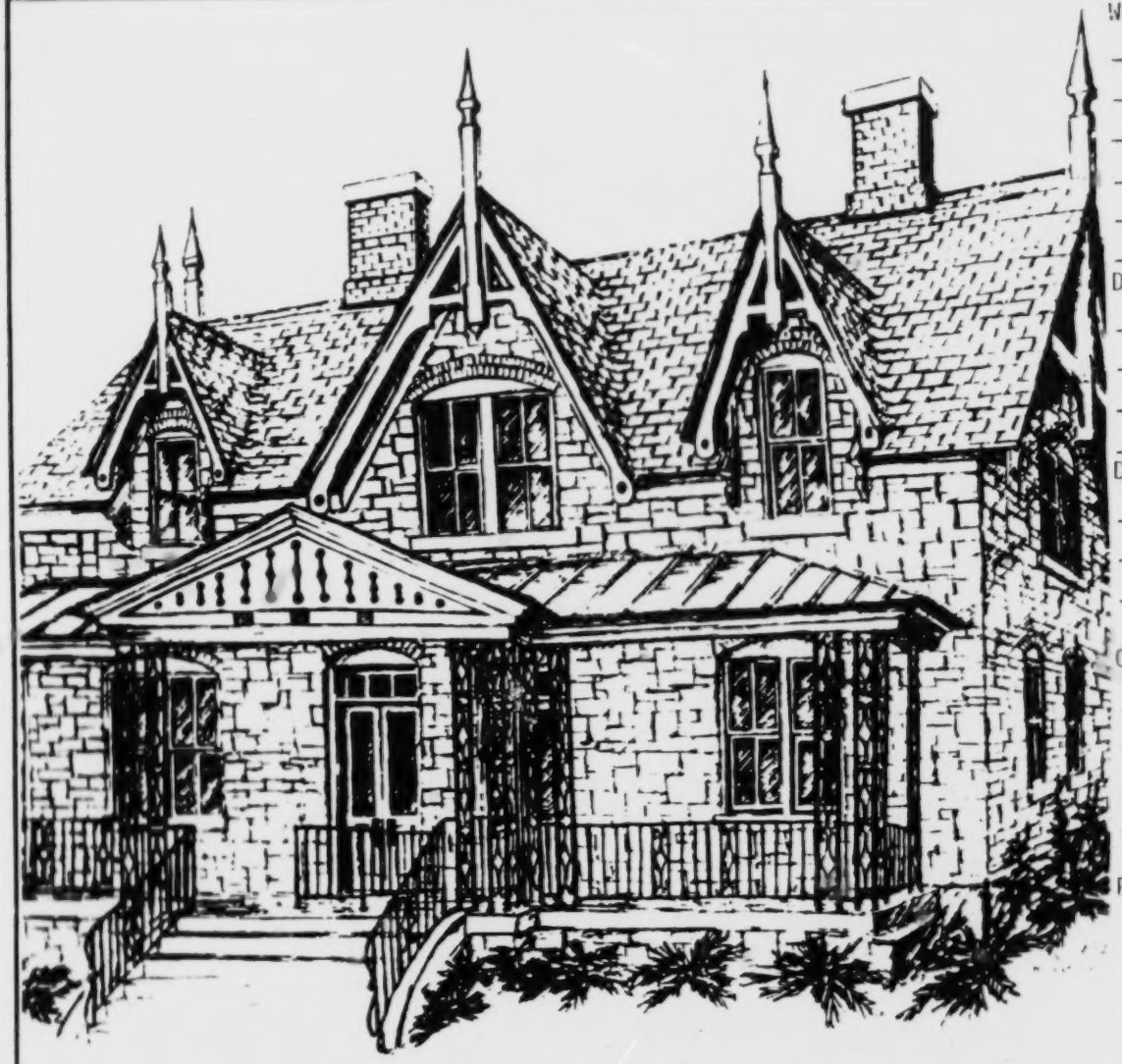
Title: Elementary - Social Studies Contrasting Architecture of Utah	**Topic:** History	Student Activity Sheet	304-503 (411)(V) D



FT. DOUGLAS DUPLEX

Window Types: _____

Door Types: _____

Dormer Types: _____

Cornice Types: _____

Roof Types: _____

Title: Elementary - Social Studies Contrasting Architecture of Utah	**Topic:** History	Student Activity Sheet	304-503 (411)(V) D

KINGSBURY HALL

Window Types: _____

Door Types: _____

Dormer Types: _____

Cornice Types: _____

Roof Types: _____

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The students will discuss that all people want goods and services, but all wants are never satisfied (scarcity and demand). (806)(P,V)

Title: Elementary - Social Studies
Scarcity and Demand

Topic: Economics

Time segment: One Time Segment

304-601 (806)(P,V)

D

Instructional objectives:

To assist students' understanding of the economic principles of scarcity and demand.

Materials:

Student Activity Sheet for each student.

Evaluation:

Students demonstrate an understanding of scarcity and demand by participating productively in the group's task.

Adaptations:

Teacher may change the worksheet items to be more appropriate for group.

Procedure:

1. In order for the activity to be effective, it must be done in groups of ten to twelve students. If the class is inexperienced in group work, the teacher may prefer to conduct the activity on a "pull-out" basis much the same as reading groups are conducted.
2. Teacher divides class into groups of 10-12 students. Each group participant is given an activity sheet.
3. The teacher explains to the students that this activity will help them analyze some of the ways scarcity develops, and the kinds of choices it can force people to make.
4. Teacher instructs the students to imagine they have each received $2,000 to spend on any of the goods and services listed on the activity sheet.
5. Each group first decides which items on the activity sheet list are scarce and why.
6. All members of each group make a list of how they would personally spend $2,000.
7. One student is chosen to tally the individual lists.
8. The group evaluates the tallied results. All of the goods and services are available to members of each group, but only as many as appear on the list and only at the price given.
9. As a group, decide how each student can spend the $2,000. No student can spend more than $2,000 and the group cannot purchase more of any item than is listed.
10. A time must be set for the completion of the group list. Five minutes would probably be suitable but can be extended if groups are on task but unable to complete final evaluations.

Skills: Elementary - Social Studies

304-827
304-851

Evaluation and comments on activity:

Students:

Teacher:

11. Upon completion of the group list, pose the following questions:

    A. How did you decide what you wanted to buy before you knew the choices made by others in the group? After you knew their choices?

    B. What influenced the scarcity of a particular item?

    C. Did you have to give up anything to gain something you really wanted more. Explain.

    D. Suppose five people wanted a used ski, how might it be decided which two of the five people must do without one?

Title: Elementary - Social Studies Scarcity and Demand	**Topic:** Economics	Student Activity Sheet	304-601 (806)(P,V) D

Number Available	Goods and Services For Sale	Cost For Each Unit	Individual Choice	Group Choice
3	New skis and season's pass to Park City	$1,400		
5	Someone to do do your homework.	500		
10	Ability to jump off the ground 3 feet.	100		
4	Two weeks vacation.	1,000		
1	All A's on your report card.	2,000		
2	Room of your own.	1,700		
3	Popular girl/boy friend.	750		
2	Summer camp.	900		
5	Your choice of an important responsibility.	500		
1	Moped.	350		
7	Someone to do all your home chores for you.	50		
3	Acquisition of a saleable skill.	400		
			TOTAL -	

You have $2,000. to spend on any of the goods and services listed. Unspent money returns to the teacher. Make your choice and write the cost in the Individual choice column. You can not spend more than $2,000.

Teacher will instruct you on group choices.

The students will define production and producer.
(105)

Title: Elementary - Social Studies
Factors of Production and Producers

Topic: Economics

Time segment: One Time Segment

304-602 (105)

D

Instructional objectives:

To assist students' understanding of the economic principles of factors of production and producers.

Materials:

Student Activity Sheet 1 and 2 for each member.

Evaluation:

Student is able to complete the Activity Sheet logically and participate in the debriefing discussion.

Adaptations:

Teacher changes the job list to apply to students' interest and opportunities in the area.

Procedure:

1. Teacher distributes Student Activity Sheets 1 and 2 to each class member.
2. Teacher leads a discussion on factors of production and the producer. The discussion should include factors of production that require physical and mental labor, raw materials, and capital; that a producer is one who creates goods or services out of factors of production. These are the definitions asked for on the Student Activity Sheet Step 1.
3. Because of the technical nature of this activity, the teacher needs to carefully read the instructions with the students before they proceed on their own.
4. Teacher should stress that careful evaluating of personal time, interests and skills are necessary for this activity to be valid.
5. While students work on the activity, the teacher circulates among the students assisting when necessary.
6. The debriefing of this activity will be a teacher directed discussion with students sharing their responses.

Skills: Elementary - Social Studies

304-806
304-826
304-851

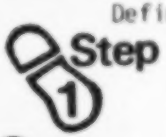
Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Factors of Production and Producers	**Topic:** Economics	Student Activity Sheet 1	304-602 (105) D

Define the following economical terms:



Factors of Production: _____

Producer: _____

You are a producer and the factors of production are your time and skills. You will create supply curves for your services. You will look at the factors that affect what you are willing to supply.

The following eight jobs are available to you. Rank them in order, giving a 1 & 2 to the jobs you would most like to do and a 7 to the job you would least like to do.

_____GROOMING & EXERCISING HORSES

_____SERVE AS A LIFEGUARD AT A PRIVATE CLUB

_____WASH & WAX CARS

_____BE A FOREST RANGER

_____CLEAR & CLEAN TABLES

_____ACT AS RADIO DISC JOCKEY

_____BABYSIT

_____DECORATE CLOTHING STORE WINDOWS

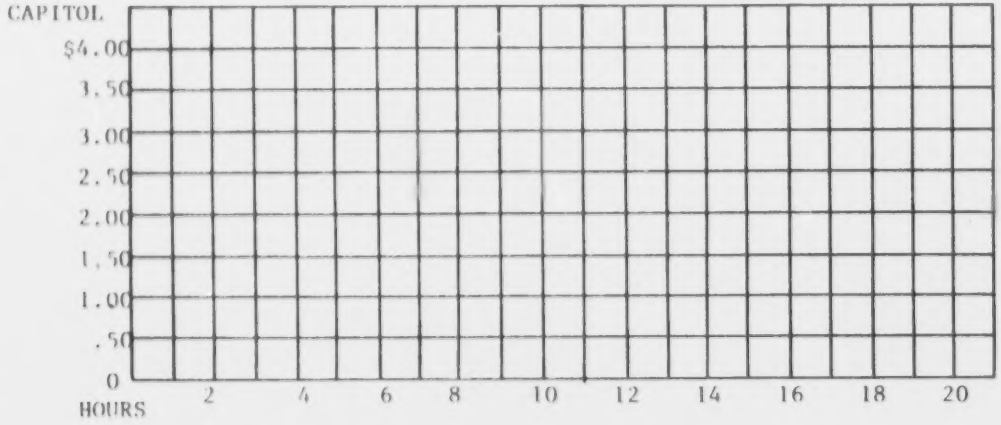
Why did you choose _____ job as number 1?

_____ job as your least liked job?

Title: Elementary - Social Studies Factors of Production and Producers	Topic: Economics	Student Activity Sheet 2	304-602 (105) D

Step 5 Imagine that you have twenty hours a week of free time over the next two months. You must decide how much of that spare time you will devote to working at a job. Use the number 1 and 7 jobs. selected on Activity Sheet 1. For each job, graph in a separate color how many of your twenty hours you would work if offered $1.00 an hour, $1.50 an hour, and so on.

JOB 1 _____ 2 _____



Step 6 If your first choice job requires training, would you be willing to pay for it? _____ Why?

_____

Why did you choose your number one job? Because you have the skills?

Because it sounds easy? Because it sounds challenging?

The students will describe and contrast the common economy, traditional economy, market economy, and mixed economy. (803)(V)

Title: Elementary - Social Studies
Contrast Types of Economic Systems

Topic: Economics

Time segment: One Time Segment

304-603 (803)(V)

D

Instructional objectives:

To assist students' understanding of the different types of economic systems.

Materials:

1. Student Activity Sheet for each class member.
2. Teacher transparency of activity sheet.

Evaluation:

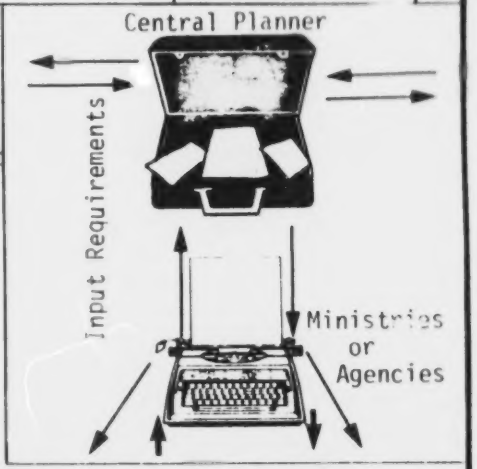
The student is able to complete the activity sheet logically and explain checked choices.

Adaptations:

Teacher can assign activity sheet to be completed by student teams of 2.

Procedure:

1. Teacher distributes Student Activity Sheet to each class member.
2. Teacher leads a discussion on the different types of economic systems defined on the Student Activity Sheet.
3. The students then read the situations given and decides under which economic system this situation could take place, and check the appropriate columns.
4. Students must be prepared to explain their choice in the debriefing discussion.
5. In the debriefing discussion, the teacher keeps a tally on an overhead transparency of their responses.



Skills: Elementary - Social Studies

304-878
304-881
304-882

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Contrast Types of Economic Systems	Topic: Economics	Student Activity Sheet	304-603 (803)(V) D

Step 1

TYPES OF IDEAL ECONOMIC SYSTEMS ARE:

Traditional System: An economic system that solves its basic economic problems by relying on the customs of the past.

Command System: An economic system that solves its basic economic problems through CENTRAL planning and control.

Market System: An economic system where the basic questions of What, How, How Much, and for Whom are answered in competitive markets.

Step 2

Situations: Check which system it represents.
Be prepared to give reasons for choices

	TRADITIONAL T	COMMAND C	MARKET M
1. Trade baseball cards.			
2. Receive "hand-me-down" cloths.			
3. How much money to pay for hot lunch.			
4. Set up a lemonade stand in front of house.			
5. Amount of allowance you get.			
6. Determines where your family can live.			
7. How much to charge for baby sitting.			
8. What job your parents work at.			

The students will describe their role as a consumer.
(808)(C,V,P)

251

252

Title: Elementary - Social Studies
Consumer

Topic: Economics

Time segment: One Time Segment

304-604 (808)(C,V,P)
D

Instructional objectives:

To assist students in understanding their role as a consumer.

Materials:

Student Activity Sheet for each class member.

Evaluation:

The student is able to complete the Student Activity Sheet logically.

Adaptations:

Teacher can develop other categories for students.

Procedure:

1. Teacher conducts an open-ended, large-group discussion on consumerism.
2. It is important to stress that individual students are consumers. Although the student's role as an independent consumer may be limited, it is important for students to realize they do make consumer decisions.
3. Teacher distributes Activity Sheet to all class members.
4. The teacher discusses with the class some possible items that might be classified in each of the categories. The class should evaluate together the definition of "wise purchase".
5. Each class member completes the Student Activity Sheet.
6. Debrief by students sharing their evaluations of themselves as a consumer.

Bakery Section of Store: Loaf of White Bread

Dairy Section of Store: Carton of Milk

Skills: Elementary - Social Studies

304-825
304-827
304-828
304-829
304-850
304-851
304-852

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Consumer	**Topic:** Economics	Student Activity Sheet	304-604 (808)(C,V,P) D

Step 1 A consumer is one who uses goods and services. List any items in the following categories that you have purchased during the past month.

SNACK FOODS	ENTERTAINMENT	BOOKS, RECORDS, POSTERS, ETC.	TOYS	MISCELLANOUS

Step 2 Evaluate your role as a consumer by circling the wisest purchase made in each of the above columns. List these five items on the back of this Activity Sheet and explain your decision for the selection of each.

The student will define distribution as a process of making goods and services available. (101)(V)

Title: Elementary - Social Studies
Distributions, Goods and Services

Topic: Economics

Time segment: Two Time Segments

304-605 (101)

D

Instructional objectives:

Students will determine which goods and services are available in their community.

Materials:

1. Yellow pages of the telephone book.
2. Paper and pencil.
3. Student Activity Sheet.
4. Chalk and chalkboard.

Evaluation:

Students will list the goods and services available in their community and describe how they are distributed.

Adaptations:

The teacher might bring six to seven yellow page telephone books to class, allowing students to work in groups.

Procedure:

1. Write the following definitions on the chalkboard.

   Goods - products that people want.

   Services - things that people do for other people.

2. Tell students that they are to determine what goods and services stores and businesses in their community sell.

3. Distribute Student Activity Sheet the first day, telling the students they can bring the activity sheet and the yellow pages of the telephone book to class the next day, to work on the assignment.

4. Make a bigger chart for the classroom from the data collected by the students.

5. Arrange to have a speaker from one of the companies come to class to speak about how their company distributes their goods and services.

Skills:

304-850
304-879
304-883

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Distribution of Goods and Services	**Topic:** Economics	Student Activity Sheet	304-605 (101) D

1. To find out about goods and services offered in your community, talk to adults in your community and neighborhood. Ask them where they work. Ask them what goods or services are sold or made where they work.

2. Look in the yellow pages of the telephone book to find the names of ten stores and businesses. Different kinds of goods and services are listed in the yellow pages. The names of stores and companies are given under the different kinds of goods and services.

3. Write down the information you get on this chart:

NAME OF STORE OR BUSINESS	GOODS	SERVICES
United Glass Company	Glass	
Big Al's Carwash		Car Washes

4. Compare your charts with your classmates. As a class, make a bigger chart. List the different stores and companies and show the goods or services they sell. Hang up the chart in the classroom for others to see.

5. Write a class letter to one of the companies on your chart. Ask if someone from the company could come and talk to the class about the company's product and service and how it is distributed, how it serves the community, and if it serves other communities too.

The students will define the free enterprise system as one in which individuals in their varying capacities as consumers, producers, workers, savers, and investors register their freely made decisions. In other words, the people make the basic decisions on what will be produced, how it shall be produced, and who will get it. (606)(P)

Title: Elementary - Social Studies
From Farm to Food

Topic: Economics

Time segment: One Time Segment

304-606 (606)(P)
D

Instructional objectives:

To assist students in understanding that basic decisions on what is produced, how it is produced and consumed, is made by many people in a free enterprise system.

Materials:

1. Student Activity Sheets 1 & 2 for each student.
2. Transparency of the Student Activity Sheets.

Evaluation:

Student logically connects the four columns on Activity Sheet 1 & 2.

Adaptations:

Cut out pictures and descriptions and have students match sequences of production.

Procedure:

1. Teacher distributes Activity Sheet 1 & 2, to each class member.

2. The teacher instructs the student to select one farm commodity in the left hand column and connect it with a statement in the next two columns that describes the processing to make the food illustrated in the far right column.

3. A different crayon may be used to connect each food. Red might be used for foods found in the meat group, yellow for dairy foods, brown for grain foods, and green for fruits and vegetable items.

4. Teacher circulates during the activity assisting and giving positive reinforcement where earned.

5. After Activity Sheets have been completed, the teacher uses the transparencies for students to draw the correct line sequences for class correction of individual worksheets.

POTATO FARM

FROZEN FOOD SECTION

FROZEN FRENCH FRIES

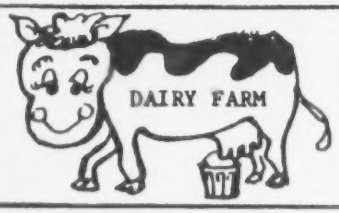
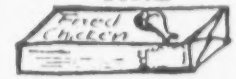
Skills: Elementary - Social Studies

304-851
304-882

Evaluation and comments on activity:

Students:

Teacher:

WHEAT FARM	PEANUT COOPERATIVE Peanut farmers sell their peanuts to large buyer. They are stored before being taken to plant.	CHEESE FACTORY Milk is cultured (curded) then the water is pressed out. The cheese is aged then packaged.	DAIRY SECTION OF STORE Cheese
 DAIRY FARM	MEAT PACKING PLANT where chicken are killed, packaged and refrigerated. They are then transported to chicken processor.	PACKAGING PLANT Raisins are sorted for bugs, dirt and other items. They are packed in plastic sacks or boxes.	GROCERY SECTION OF STORE Jar of Peanut Butter
PEANUT PLANTATION 	FLOUR MILL Wheat is ground into flour. Graham flour is made from whole wheat. Flour is shipped to bakery.	FOOD PROCESSING PLANT Batter with spices, salt and flour is made. Chicken is dipped, fried, packaged and frozen.	GROCERY SECTION OF STORE Bag of Raisins
SEEDLESS GRAPES IN VINEYARDS 	DAIRY Milk is pasteurized to kill germs. It is put in large containers to be used at cheese factory.	BAKERY Shortening, honey, salt and leavening is added to the whole wheat flour. Dough is rolled very thin and baked in a large oven.	FROZEN FOOD SECTION OF STORE  FROZEN FRIED CHICKEN
CHICKEN FARM	DRYING FIELDS Sun drying is done during the warm dry weather in large fields near vineyard.	FOOD PROCESSING PLANT Peanuts are roasted, skinned and ground. Salt and sweeteners are added. Peanut butter is packed in jars.	GROCERY SECTION OF STORE Box of Graham Crackers

Title: Elementary - Social Studies From Farm to Food	**Topic:** Economics	Student Activity Sheet II	304-606 (606)(P)

DAIRY FARM	SLAUGHTER HOUSE & PACKING PLANT Steer are killed, hung, and aged to make meat more tender. Quarters of beef are transported to the butcher shop.	FROZEN FOOD WAREHOUSE After packaging, the potatoes are stored until they are ordered by the wholesaler.	MEAT SECTION OF STORE Ground Beef
APPLE ORCHARD	FLOUR MILL Wheat is ground. The bran and germ are separated from the white flour. B-vitamins and iron are added.	WHOLESALE FOOD WAREHOUSE Canned and dry goods are purchased by the warehouse for distribution to the individual stores.	BAKERY SECTION OF STORE Loaf of Enriched Bread
WHEAT FARM	MILK HOUSE Cows are milked with machines and put in containers or large milk trucks to be taken to the dairy.	BUTCHER SHOP The large sections of beef are cut into roasts and steaks. The small pieces are ground. Meat is packaged.	DAIRY SECTION OF STORE Carton of Milk
STEER RANCH	CANNERY Apples are sorted, cooked, and put through a giant strainer to remove seeds and skins. Sugar is added. It is put in cans and cooked.	DAIRY The milk is pasteurized, (heated to kill germs) Homogenized, (mixed so the fat doesn't separate) with Vitamins A & D added.	GROCERY SECTION OF STORE Can of Applesauce
POTATO FARM	FOOD PROCESSING PLANT Potatoes are mechanically peeled and cut in long thin strips by a machine. Potatoes are treated so they don't become brown.	BAKERY The white flour is mixed with yeast, salt, shortening, milk, and sugar to make a dough. The bread rises and is baked in huge ovens.	FROZEN FOOD SECTION FROZEN FRENCH FRIES

The students will cite examples of the interrelationship of food, water, other natural resources, economics and history. (505)(N)

278

Title: Elementary - Social Studies Interrelationship

Topic: Economics

Time segment: One Time Segment

304-607 (506)(N)

D

Instructional objectives:

To illustrate the relationship of food, economics and natural resources and history.

Materials:

1. Student Activity Sheet for each class member.
2. List of questions to read to students (see teacher instruction sheet).

Evaluation:

Student is able to complete the Activity Sheet logically and contribute to the discussion.

Adaptations:

Add to, delete, or change student questions.

Procedure:

1. Distribute Student Activity Sheet to all class members.

2. To illustrate the relationship of food, economics, natural resources and history, the teacher will ask the following questions and students will write their responses on the Student Activity Sheet.

   a. If you were a trapper in the early history of Utah, what would you eat?
   b. If you were a miner in Utah's early history, what would you eat?
   c. If you were a wealthy merchant in Utah's early history, what would you eat?
   d. If you were a member of Father Escalante's exploring party, what would you eat?
   e. If you were a member of the Piute Tribe, what would you eat?
   f. If you were a settler in Utah's early history, what would you eat?
   g. If you were a ranch hand in early Utah's history, what would you eat?
   h. If you were a Chinese laborer laying railroad track, what would you eat?
   i. If you were a member of a wagon train coming to Utah, what would you eat?
   j. If you were a sailor in the 1800's, what would you eat at sea?
   k. If you were a Navajo in the early 1800's in Utah, what would you eat?
   l. If you were the owner of a mine in early Utah, what would you eat?
   m. If you were a prospector in the early west, what would you eat?
   n. If you were a government soldier during the west's development, what would you eat?
   o. If you were an established Utah farmer in the late 1800's, what would you eat?

3. As students list their responses, have them share their responses.

Skills: Elementary - Social Studies

304-882
304-881
304-878

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Interrelationship	**Topic:** Economics	Student Activity Sheet	304-607 (506)(N) D

People around the world base their consumption of food on these three items: customs, availability, and cost. As your teacher asks questions, illustrate the relationships of the above items, write your response below, and check the item you think would have influenced the choice the most.

	NAME OF FOOD	CHECK CUSTOM	AVAILABILITY	COST
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

The students will formulate rules of the classroom with other class members. (104)(V,P)

Title: Elementary - Social Studies
"In Laws" and "Out Laws"

Topic: Political Science

Time segment: One Time Segment

304-701 (104)(V,P)_D

Instructional objectives:

To assist students in the formulation of classroom rules.

Materials:

1. Student Activity Sheet for each class member.
2. Materials for poster.

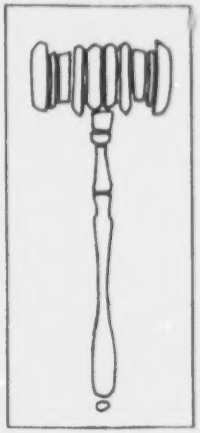
Evaluation:

Student is able to brainstorm ideas on Student Activity Sheet and logically contribute to class discussion.

Adaptations:

The In-Laws and Out-Laws can be re-evaluated periodically and changed and/or adapted when necessary.

Procedure:



1. The teacher discusses with the class that "In-Laws" mean rules for the classroom that are helpful in achieving a successful learning environment. They are the "do's"! The "Out-Laws" are the things that are done that have a negative effect on a classroom environment.
2. Distribute Student Activity Sheet to each class member. Instruct students to brainstorm their own personal ideas for both categories.
3. A word bank might be helpful to assist students in their brainstorming.
4. When Student Activity Sheet is completed, students are asked to share ideas while the teacher compiles a class list for the two categories.
5. Discuss and evaluate the entire list with the class.
6. The teacher selects a method for prioritizing five "In-Laws" and five "Out-Laws" that will become classroom rules.
7. These should be placed on a chart and posted in the room as a constant reference.

Skills: Elementary - Social Studies

304-825
304-827
304-850
304-851

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies "In Laws" and "Out Laws"	**Topic:** Political Science	Student Activity Sheet	304-701 (104)(V,P)

IN-LAWS

OUT-LAWS

The students will discuss law making in the state of Utah. (102)(V)

Title: Elementary - Social Studies
Law Making

Topic: Political Science

Time segment: Two Time Segment

304-702 (102)(V)
D

Instructional objectives:

To improve students' understanding of the law making process in Utah.

Materials:

1. Student Data Sheets for each class member and/or overhead transparencies of the same information.
2. Resource Person.
3. Tour arrangements.

Evaluation:

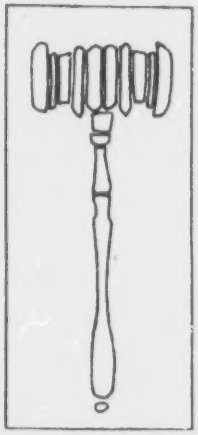
The student is able to identify and understand the process in which a bill becomes a law.

Adaptations:

With a large class, it may be beneficial to have five or six bills to introduce and use smaller groups rather than large ones.

Procedure:

1. This activity is designed to teach students what is a law, what is the legislature, and what government workers do.
2. The teacher writes vocabulary words on the board and has the students explain the definitions of the words they know. The vocabulary words are: bill, legislature, House of Representatives, Senate, law, governor, veto, citizen, representative and majority.
3. A large group discussion of how a bill becomes a law follows. Student Data Sheets or overhead transparencies made from the Data Sheets detailing this information are included.



4. The second time segment begins with the teacher instructing the students to think of a bill they would like to see become a law.
5. After a class decision has been made of a possible bill, divide the class into two groups. One group will represent the House and the other the Senate. One student is assigned the role of governor.
6. Students role-play the law-making process by having the bill introduced, discussed and voted on.
7. The bill then goes to the governor for a decision. If the bill is vetoed, it can be returned to the legislature for review and be voted on again. If 2/3 of the legislature votes for the bill, it becomes a law.
8. A field trip to the State Capitol during the month of January can be arranged by calling ahead for tours.
9. Students must be prepared for tour activity.

Skills: Elementary - Social Studies

304-850
304-851
304-852
304-878
304-879
304-883

Evaluation and comments on activity:

Students:

Teacher:

10. A resource person from the legislature can be invited to the classroom to assist in student's preparation of the tour.

Title: Elementary - Social Studies Law Making	**Topic:** Political Science	Teacher Materials	304-702 (102)(V,P) D

USING RESOURCE PEOPLE PRODUCTIVELY

I. Select a person, preferably one who has had experience speaking to students of this age group, who is knowledgeable on the topic of discussion.

ii. The resource person can be most effective when the person extending the invitation to visit the class also takes time to discuss the interests, background and knowledge acquired to date on this particular topic by the students being visited.

III. The resource person may profit from suggestions of methods and strategies that work well in this classroom, suggested by the instructor.

IV. Make the resource person aware of the unit's objectives and how they can be best facilitated.

V. Teacher and students formulate appropriate questions to use when interviewing the resource person. The questions should be direct and pertain to the specific topic of discussion. Inexperienced interviewers might be assigned questions to ask, but do not stifle spontaneity.

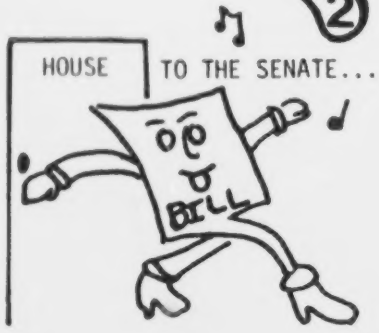
VI. Students should practice interviewing, using direct inquiry approach in various settings.

VII. Thank the resource person by sending individual or a group letter evaluating the benefits and knowledge gained from the interview.

Title: Elementary - Social Studies Law Making	**Topic:** Political Science	Student Data & Activity Sheet	304-702 (102)(V) D

Step 1 Write vocabulary words below and explain what they mean. The vocabulary words are: bill, legislature, House of Representatives, Senate, law, governor, veto, citizen, representative, and majority.

Step 2 Read Carefully on Law Making!



A suggested law becomes a bill through a regulated process. The citizens elect representatives to speak for them in government. These representatives suggest new ideas that concern the people they represent. These new ideas are presented in what are called bills. After a bill is presented, it is voted on by the other representatives. In order to become a law, a bill must be passed by a majority of the representatives in the House and the Senate. If it is passed, it goes to the governor for his signature. The governor either can sign the bill in which case it becomes a law, or he can veto it. If he vetoes it, it is sent back to the legislature. The legislature can review it and vote on it again. If two-thirds of the legislature votes for it, it becomes a law. Through discussion and role-playing, the students gain an understanding of how state laws are made.

The students will explain the citizens' responsibilities to uphold the laws of the state. (307)(P,V)

Title: Elementary - Social Studies
Citizen's Responsibility

Topic: Political Science

Time segment: One Time Segment

304-703 (307)(P,V)
D

Instructional objectives:

To assist students' understanding of a citizen's responsibility to uphold Utah's laws.

Materials:

1. Student Activity Sheets for each student.

Evaluation:

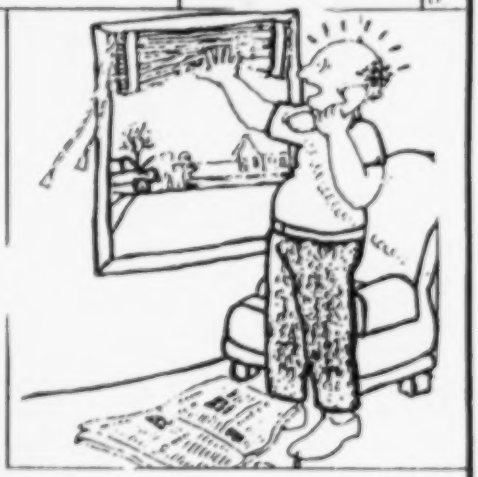
The student can explain a citizen's responsibility for law enforcement and can discuss what extent that responsibility should be.

Adaptations:

1. Design your own situations for Student Activity Sheet.

Procedure:

1. Teacher distributes Student Activity Sheets 1 & 2 for each class member.
2. Teacher proceeds as outlined on the Student Activity Sheets.
3. Debriefing questions are included on the Student Activity Sheet. These may be used for a class summary.
4. This material was taken from "Youth Attitudes and Policies, Law In Action Series," 1975. Pg. 100-103.
5. A law enforcement officer can be invited to the class as a resource person.



Skills: Elementary - Social Studies

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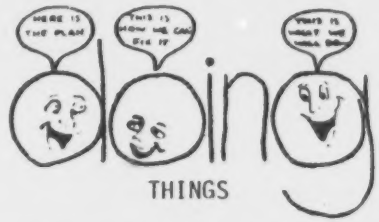
Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Citizens' Responsibility	**Topic:** Political Science	Student Activity Sheet 1	304-703 (307)(V,P) D

IDEAS FOR DIFFERENT WAYS OF



Many people tend to think that the way things are today is the way they must be. Little can be done to change the way things are. This is the way some people feel about the police.

The ways used by government agencies in providing services can be changed for the better. Many people waste time

how they hate the way things are--but they don't take any positive action to get things improved. The problems faced by the police and society are caused by society, including the police officer. It is not the responsibility of the police alone to change for the better. People (young and old) share this responsibility with the police. It is the total community responsibility. If we decide not to take part in helping, then we must take the consequences of that decision.

Do you agree with this statement? Why? Why not?

Title: Elementary - Social Studies Citizen's Responsibility	**Topic:** Political Science	Student Activity Sheet 2	304-703 (307)(V,P) D

STORY 1

Mr. Jenkins looked outside his window when he heard some noise outside. He saw three teenage boys trying to start his neighbor's car. Mr. Jenkins closed his blinds and sat back down to his newspaper. A few minutes later he heard the noise louder and right in front of his home. He went back to the window and saw the boys breaking into his car. Mr. Jenkins immediately called the police.

1. If you were Mr. Jenkins, how would you have responded?
2. If you were Mr. Jenkins' neighbor, how would you feel? Why?
3. What do you think was Mr. Jenkins' responsibility to his neighbor?
4. Should Mr. Jenkins have cared about his neighbor's car? Why? Why not?

STORY 2

The crime was very high in one neighborhood in the city. An old woman was robbed and beaten badly by a thief who stole her purse when she was walking home. Her neighbors became very concerned that they had to do something to stop crime in their neighborhood. They decided to gather together as much money as they could. They told the police that this reward money would go to the citizen who told them the most helpful information which led to the arrest of the robber.

1. If you lived in this neighborhood, would you give some money to the reward fund? Why? Why not?
2. Do you think this is a good way citizens can help the police enforce laws? Why? Why not?

Using Resource People Productively

I. Select a person, preferably one who has had experience speaking to students of this age group, who is knowledgeable on the topic of discussion.

II. The resource person can be must effective when the person extending the invitation to visit the class also takes time to discuss the interests, background, and knowledge acquired to date on the particular topic, by the students being visited.

III. The resource person may profit from suggestions of method and strategies that work well in the classroom, suggested by the instructor.

IV. Make the resource person aware of the units objectives and how they can be best facilitated.

V. Teacher and students formulate appropriate questions to use when interviewing the resource person. The question should be direct and pertain to the specific topic of discussion. Inexperienced interviewers might be assigned questions to ask, but do not stifle spontainiety.

VI. Students should practice interviewing, using direct inquiry approach in various settings.

VII. Thank the resource person by sending individual or a group letter, evaluating the benefits and knowledge gained from the interview.

The students will explain that authority and laws are not always consistent. (405)(V)

Title: Elementary - Social Studies
Authority and Laws

Topic: Political Science

Time segment: One Time Segment

304-704 (405)(V)

D

Instructional objectives:

To assist students' understanding that authority and laws are not always consistant.

Materials:

1. Student Data Sheet for each class member.
2. Board space for rewriting of laws.

Evaluation:

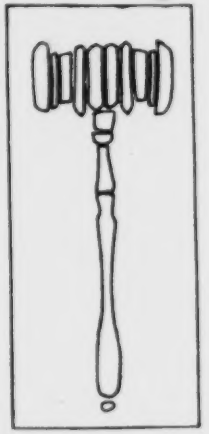
The student is able to explain how authorities have difficulty enforcing ambiguous laws.

Adaptations:

1. Create own Student Data Sheet example.
2. Make an overhead transparency of Data Sheet.

Procedure:

1. Teacher distributes Student Data Sheet to each class member.
2. The students may read the data individually or as a class.
3. Teacher instructs each student to draw pictures of "Vehicles" not allowed in the park around the Student Data Sheet.
4. Discuss questions on the teacher materials and reach a class decision on the situations.
5. The class decides which exceptions seem rational.
6. The class rewrites the law so the enforcement authorities can apply the law fairly and the intent comes closer to the letter of the law.



Skills: Elementary - Social Studies

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Evaluation and comments on activity:

Students:

Teacher:

NO VEHICLES IN THE PARK

The town of Beautifica has established a lovely park in the city. The City Council wished to preserve some elements of nature, undisturbed by city noise, traffic, pollution and crowding. It is a place where citizens can go and find grass, trees, flowers and quiet. In addition, there are playgrounds and picnic areas. At all entrances to the park the following sign has been posted.

NO VEHICLES IN THE PARK

The law seems clear, but some disputes have arisen over the interpretation of the law. Interpret the law in the attached cases keeping in mind the letter of the law as well as the intent of the law.

NO VEHICLES IN THE PARK

Case Situations

1. John Smith lives on one side of the town and works on the other side. He will save ten minutes if he drives through the park.

2. There are many trash barrels in the park so that people may deposit all litter there, thereby keeping the park clean. The Sanitation Department wants to drive in to collect the trash.

3. Two police cars are chasing a suspected robber. If one cuts through the park, he can get in front of the suspect's car and trap him between the patrol cars.

4. An ambulance has a dying car accident victim in it and is racing to the hospital. The shortest route is through the park.

5. Some of the children who visit the park want to ride their bicycles there.

6. Mrs. Thomas wants to take her baby to the park in his baby buggy.

7. A monument to the town's citizens who died in the Viet Nam War is being constructed. A tank, donated by the government is to be placed beside the monument.

8. Several of the town's citizens have made a living for several years by driving people around scenic spots in the city in an old fashioned horse and buggy. They want to drive people through the park.

The student will identify some norms of behavior that are made stronger by laws. (III)(V)

Title: Elementary - Social Studies
Is There A Law?

Topic: Political Science

Time segment: One Time Segment

304-705 (III)(V)
D

Instructional objectives:

To assist student's understanding that some norms of behavior are strengthened by laws.

Materials:

Teacher materials.

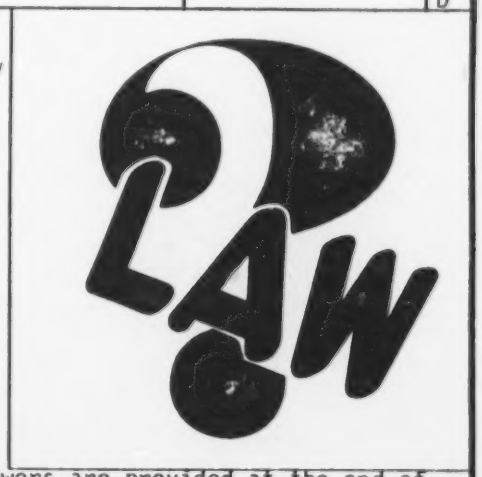
Evaluation:

The student's awareness of the effect of laws on human behavior is expanded through class participation in this activity.

Adaptations:

Delete and/or add to the story according to laws pertinent to the students in your area.

Procedure:



1. Teacher discusses with the students the way laws effect our every day lives and mold our behavior.
2. The teacher explains that this activity will show the extent to which the law effects their lives.
3. To conduct the activity, the teacher reads the story, "When is the Law Involved?" to the class and asks students to raise their hand at every point when they think a law is involved.
4. Whenever a student responds, ask them to describe how the law is involved. (The answers are provided at the end of the story for your convenience.)
5. Any laws not mentioned by students should be brought to the class's attention after the story is completed.
6. Debriefing is in the form of a discussion on the norms of behavior of the characters in this story, and how they are effected by the laws involved.
7. Brainstorm other laws that students are aware of that build responsible citizenship.

Skills: Elementary - Social Studies

304-850
304-879
304-881

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies When is The Law Involved?	Topic: Political Science	Teacher Material	304-705 (111)(V) D

WHEN IS THE LAW INVOLVED?

Bobby and Janet decided to ride their bikes (1) to school (2) on a brisk fall day. On their way they noticed some neighbor friends dashing diagnally across the street (3) to catch the school bus who's lights were flashing. (4) Mr. Jones must have been in a hurry that morning because he zoomed (5) around the school bus (6) while their friends were boarding.

They were startled as an unfamiliar dog with no collar (7) bounded after them forcing them momentarily off the sidewalk into the street. (8) Bobby and Janet realized it was getting late when they saw Tim, a classmate, cutting through Mrs. Asters flower garden, (9) leaping the fence, and darting across the street. (10) Mr. Aster, the crossing guard, noticed Tim and gave him a warning shake of his finger.

As they approached the bike rack, they heard the first bell and knew they had only five minutes to get to class. Janet's bike lock wouldn't close so she quickly wound the chain around the rack and raced into the building. Imagine her surprise when after school her bike was missing! (11)

1. Bikes must be licenced.
2. Schooling is requested by law.
3. Jaywalking.
4. Stopped school buses must flash lights.
5. Speeding regulations in residential areas.
6. Passing school bus when lights are flashing.
7. Dogs must be licensed.
8. Bike riding not allowed on streets where sidewalks are provided.
9. Trespassing on private property.
10. Students must cross in pedestrian lane with the assistance of a crossing guard when provided.
11. Theft.

NOTE: Do not read numbers to students.

The students will explain how to settle conflicts between individuals and groups. (109)(P,V)

Title: Elementary - Social Studies
The Road Game

Topic: Political Science

Time segment: One Time Segment

304-706 (109)(P,V)
D

Instructional objectives:

To assist students in understanding the value of positive problem solving techniques in settling conflicts between individuals and groups.

Materials:

1. Teacher material, game instructions.
2. Adequate paper for number of groups.
3. Enough markers or crayons to supply each group with four different colors.

Evaluation:

Students become aware of how positive, creative problem solving can be a tool in their own lives.

Adaptations:

Team numbers can be changed to adapt to group size.

Procedure:

1. This game forms a common group experience where conflict may develop between individuals and groups. The solutions of these conflicts encourage creative problem solving.
2. The teacher's role is to read the game instruction sheet, quickly divide the class into groups of two member teams and four teams per group.
3. Teacher designates the location for each group to play the game.
4. Teacher distributes materials as students organize in assigned areas.
5. Teacher gives the signal for game to begin and circulates around the room as an observer.
6. The role of the teacher during the game is to:
   a. Note observation of interaction among players.
   b. Make sure conflicts are not solved physically.
7. At the end of five minutes, the teacher instructs the students to stop.
8. Each group determines the winner and the teacher records the winning number of roads on the board.
9. The teacher collects and displays each groups' game sheet by the recorded winner and total.
10. The most valuable part of this activity is the debriefing discussion.
11. Teacher asks each group to identify the positive things that happened in the group while the game was being played.

Skills: Elementary - Social Studies

304-825
304-826
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304-852

Evaluation and comments on activity:

Students:

Teacher:

12. Next, the teacher asks the students what problems occurred during the game and how those problems were or were not solved.

13. The class now needs to evaluate the benefits of positive problem solving and discusses ways unresolved conflicts might be solved in a positive and productive manner.

14. Class discusses how positive, creative, problem-solving can be a tool in their own lives.

Title: Elementary - Social Studies The Road Game	Topic: Political Science	Teacher Materials	304-706 (109)(P,V) D

Teacher Materials

Materials: Paper (about 8 x 11) divided into 4 rectangles.
4 different colored markers.

Objective of Game: Each team of two students draw as many roads as possible that begin from a section of the paper and go through other areas to the edge of the paper.

Rules:
1. Time limit - 5 minutes.
2. Only one team can draw a road at one time.
3. One color road cannot cross another road.
4. Team members cannot ask for help during the game.
5. All roads must be neatly drawn.
6. You may not begin the game until instructed by the teacher. The game must end immediately when the teacher gives the instructions to stop.

The students will contrast societies that have different forms of social control and different roles of authority. (411)(V)

Title: Elementary - Social Studies
Authority and Control

Topic: Political Science

Time segment: One Time Segment

304-707 (411)(V)
D

Instructional objectives:

To assist students' ability to contrast different forms of social control and roles of authority.

Materials:

1. Student Activity Sheet for each class member.
2. Board space for a debriefing retrieval chart.

Evaluation:

The student is able to identify similarities and differences of control and authority of varying groups in their society.

Adaptations:

313

Procedure:

1. Teacher distributes the Student Activity Sheet to each class member.
2. Teacher conducts a brainstorming session using example organizations and/or groups that could be listed in bubbles on the activity sheet.
3. Student works on completing the activity sheet while teacher circulates through the class encouraging and assisting where necessary.
4. The debriefing is the most valuable segment of this activity. The teacher makes a retrieval chart on the board. (See next step)

5. Students share responses from this activity sheet and the teacher records the identified groups, the method of control, and authority.
6. By referring to this chart, students evaluate and discuss the similarities and differences of social controls and roles of authority.

311

Skills: Elementary - Social Studies

304-828
304-850

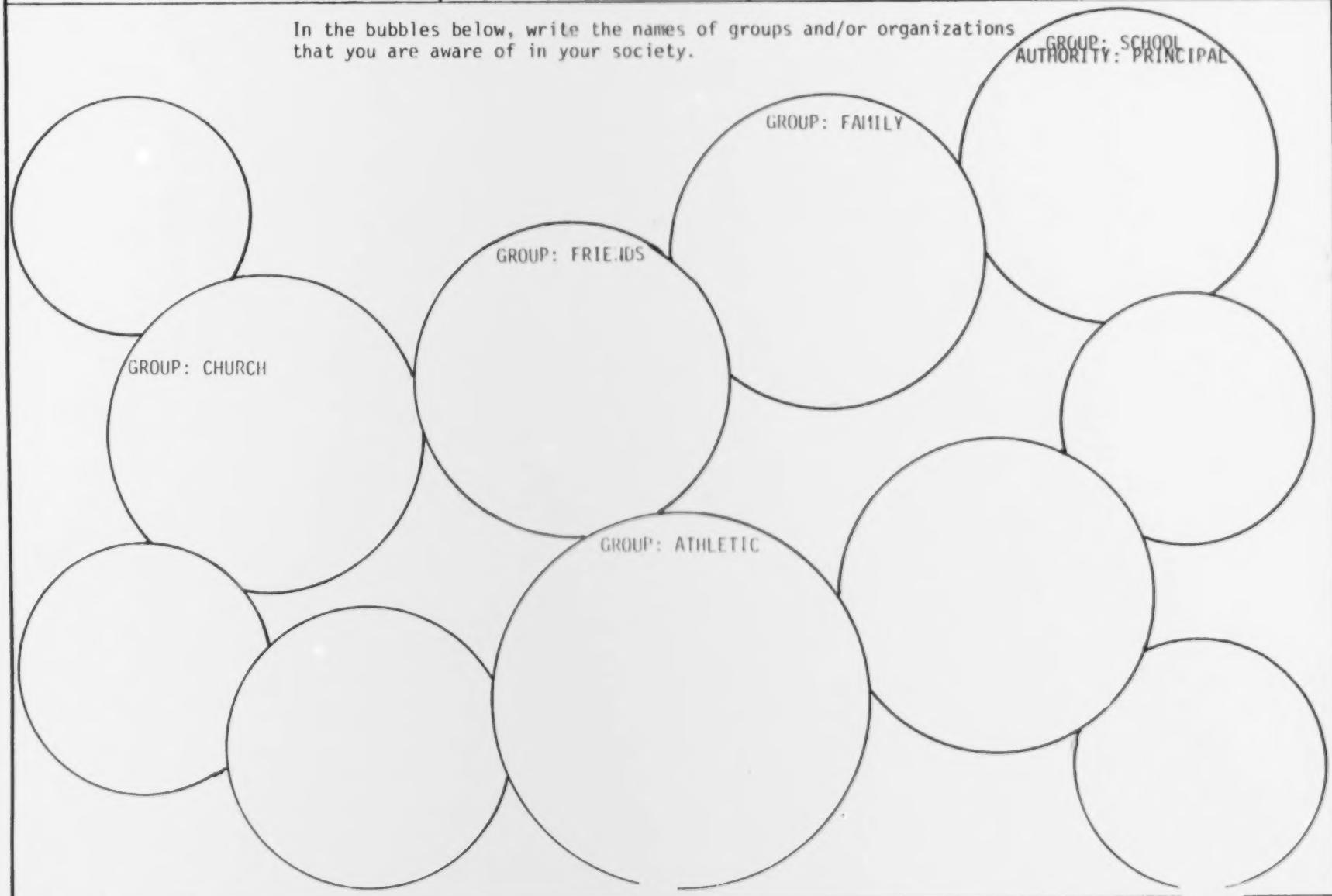
Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Authority and Control	**Topic:** Political Science	Student Activity Sheet	304-707 (411)(V) D

In the bubbles below, write the names of groups and/or organizations that you are aware of in your society.



The students will describe their feelings about the Pledge of Allegiance, Star Spangled Banner, and the flag. (412)(V)

Title: Elementary - Social Studies
Feelings About America

Topic: Political Science

Time segment: Teacher Choice

304-708 (412)(V)
I

Instructional objectives:

To assist students in expressing patriotic feelings through creative writing.

Materials:

1. Student Activity Sheets for each class member.
2. Bulletin area for creative writing display.
3. Red and blue crayons or markers for class use.

Evaluation:

The students complete the creative writing activity sheets expressing patriotic feelings for America.

Adaptations:

Teacher adds to creative writing activities.

Procedure:

1. Teacher conducts a discussion about the symbols which produce patriotic feelings in American citizens.
2. Brainstorm a word bank to assist students in expressing their feelings when using the creative writing Student Activity Sheets.
3. Teacher distributes selected Student Activity Sheets to each class member.
4. Teacher encourages students to use brainstormed word bank to assist in creative writing.
5. Teacher organizes a display area for students' corrected, neatly completed, colorful, creative, writing activity sheets.

Skills: Elementary - Social Studies

304-850

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Feelings About America	**Topic:** Political Science	Student Activity Sheet	304-708 (412)(V) I

Acrostic poetry is written vertically. The poem is made by writing words or phrases that begin with the written letter on each line that expresses your feelings about subjects: The Pledge of Allegiance, The American Flag, and the Star Spangled Banner.

P _____
L _____
E _____
D _____
G _____
E _____
O _____
F _____
A _____
L _____
L _____
E _____
G _____
I _____
A _____
N _____
C _____
E _____

A _____
M _____
E _____
R _____
I _____
C _____
A _____
N _____
F _____
L _____
A _____
G _____

S _____
T _____
A _____
R _____
S _____
P _____
A _____
N _____
G _____
L _____
E _____
D _____
B _____
A _____
N _____
N _____
E _____
R _____

Title: Elementary - Social Studies Feelings About America	**Topic:** Political Science	Student Activity Sheet	304-708 (412)(V) D

PATRIOTIC PATTERN POETRY

The pattern for this poetry is:

Line 1: One word - noun. _____

Line 2: Two words describing the noun. _____, _____

Line 3: Three words telling what the noun can do. _____, _____, _____

Line 4: Four words that tell how the noun makes you feel. _____, _____, _____, _____

Line 5: Repeat the one word noun.

Using the subjects of the Pledge of Allegiance, The Star Spangled Banner, and the American Flag, compose three patriotic poems following this pattern.

Draw small illustrations in the blanks below.

Title: Elementary - Social Studies Feelings About America	**Topic:** Political Science	Student Activity Sheet	304-708 (412)(V) I

CONCRETE POETRY

Writing a poem in the shape of the subject is called concrete poetry. In the space below, draw a flag, a hand over a heart, a musical note, or any other musical symbol that you can think of. Then, following the lines of each drawing, write words and phrases that express your feelings about the American Flag, the Pledge of Allegiance, and the Star Spangled Banner. Go over the lines of your drawings and the words with red and blue ink.

The students will use parallels and meridians, latitude and longitude to determine direction and location. (105)

Elementary Social Studies

TITLE: Parallels and Meridians

TOPIC: Geographic Skills

TIME SEGMENT:

304-801 (105)

D

INSTRUCTIONAL OBJECTIVE:

The students will use parallels and meridians, latitude and longitude to determine direction and location.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
2 grapefruits or oranges
Knife
World globe

EVALUATION:

The students will demonstrate their understanding of parallels and meridians by correctly completing the activity.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Using a world globe explain parallels (or latitude lines) and meridians (or longitude lines) to the students. Also show that north on the globe is always up or toward the top and south is always down or toward the bottom. Tell them that east is to the right and west is to the left.

2. Reinforce the concepts by using a grapefruit or orange to represent the world. The stem and blossom ends will represent the north and south poles.

To show the parallels, cut across one grapefruit with the lines at right angles to the pith that runs down the center. The grapefruit will be sliced into flat slices. To show the meridians, cut the other grapefruit from top to bottom parallel with the pith and section membranes. The grapefruit will be cut into wedges.

3. Next, give each student the information sheet. Explain direction on a flat map. Point out the degrees written by each line of longitude and latitude, and explain how these are read. That is, those to the right of 0^{o} longitude are read "degrees east." Those south of 0^{o} latitude are read "degrees south," etc. Go through the explanation until you feel that the students understand the concepts involved.

4. Show how a location may be found by seeing where a parallel and a meridian intersect. Show, for example, that 100^{o} West and 45^{o} North meet in the United States.

5. Assign the activity sheet.

Answer key: a. Brazil b. Russia c. Australia d. India e. Argentina

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Elementary Social Studies TITLE: Parallels and Meridians	TOPIC: Geographic Skills	Student Activity Sheet	304-801 (105)

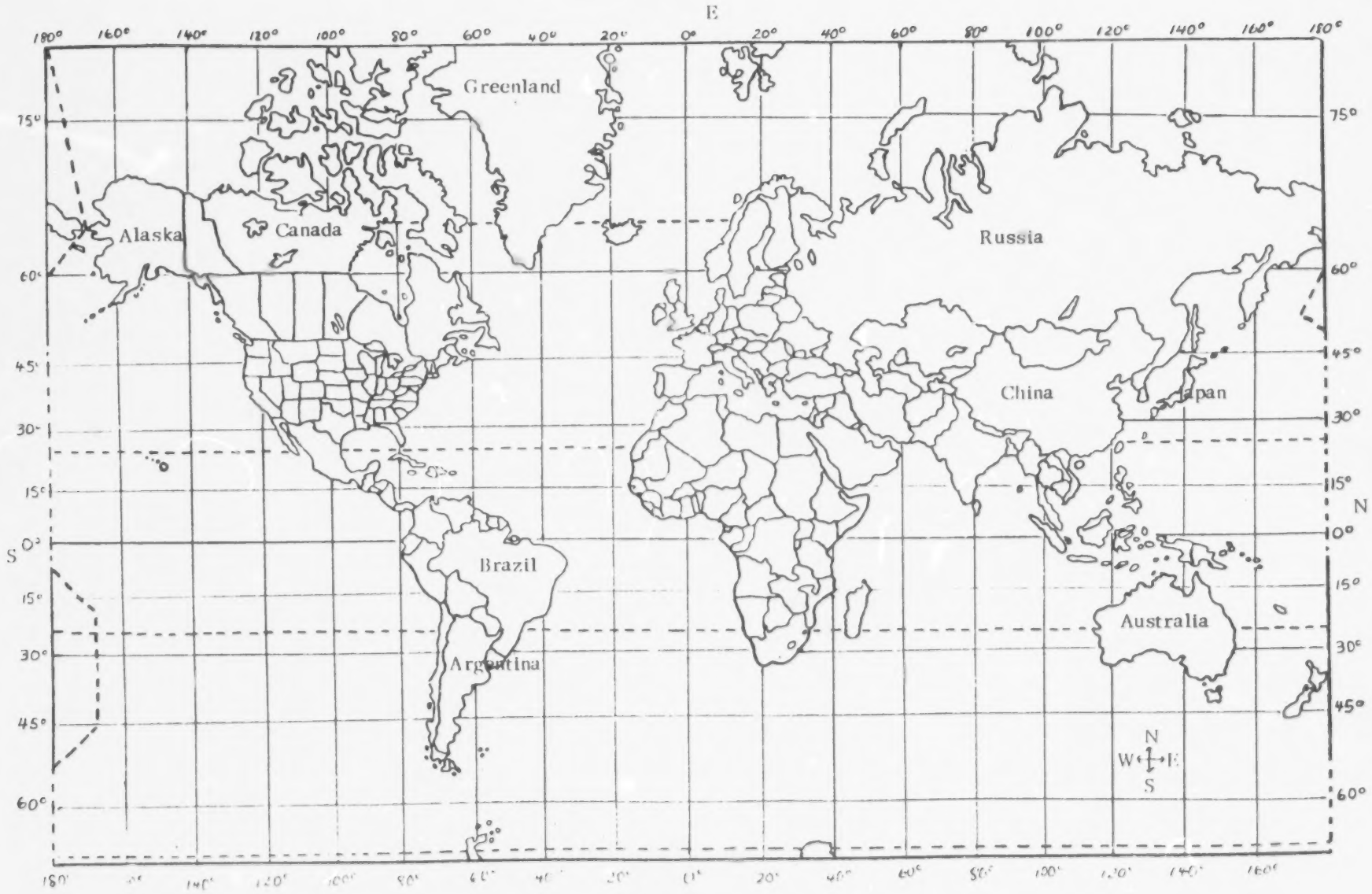
To the student:

1. Listen carefully as your teacher explains about parallels, meridians, and directions on a globe and map. Your teacher will also show you how to locate a point on the map by finding where a longitude line and a latitude line meet.

2. Now, reading your map tell which countries you find at the meeting of the following longitude and latitude lines:
   a. 15^{o} South, 40^{o} West
   b. 60^{o} North, 80^{o} East
   c. 30^{o} South, 140^{o} East
   d. 15^{o} North, 80^{o} East
   e. 30^{o} South, 60^{o} West

3. When you have finished the activity, put your paper in the place designated by your teacher.

THE WORLD


E
180° 160° 140° 120° 100° 80° 60° 40° 20° 0° 20° 40° 60° 80° 100° 120° 140° 160° 180°
75°
60°
45°
30°
15°
0°
S
N
Greenland
Alaska
Canada
Russia
China
Japan
Brazil
Argentina
Australia
N
W
E
S

The students will use various maps, such as the Utah highway map and atlas maps, to locate places studied. (102)

Elementary Social Studies

TITLE: Locating Places on Maps

TOPIC: Geographic Skills

TIME SEGMENT: 20 - 30 minutes

304-802 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will use various maps, such as the Utah highway map and atlas maps, to locate places studied.

MATERIALS:

Student Activity Sheet
(Masters included)

Utah state road maps (available from the Utah Travel Council)

EVALUATION:

The students should correctly locate and label a number of significant places in Utah.

ADAPTATIONS:

Other maps may be used if available.

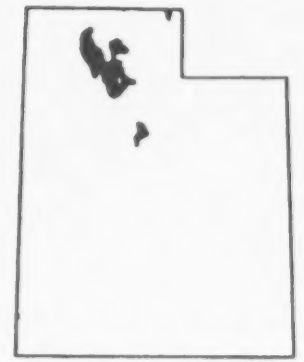
PROCEDURE:

To the teacher:

1. Have a Utah road map available for each student.

2. Duplicate enough Student Activity Sheets for those students participating.

3. From studying Utah there should be eight or ten significant places in the state that the students should remember. List these on the board.



4. Have the students find the places on their Utah road maps and write them in the corresponding places on their activity sheets.

Evaluation and Comments on Activity:

Students: _____

_____

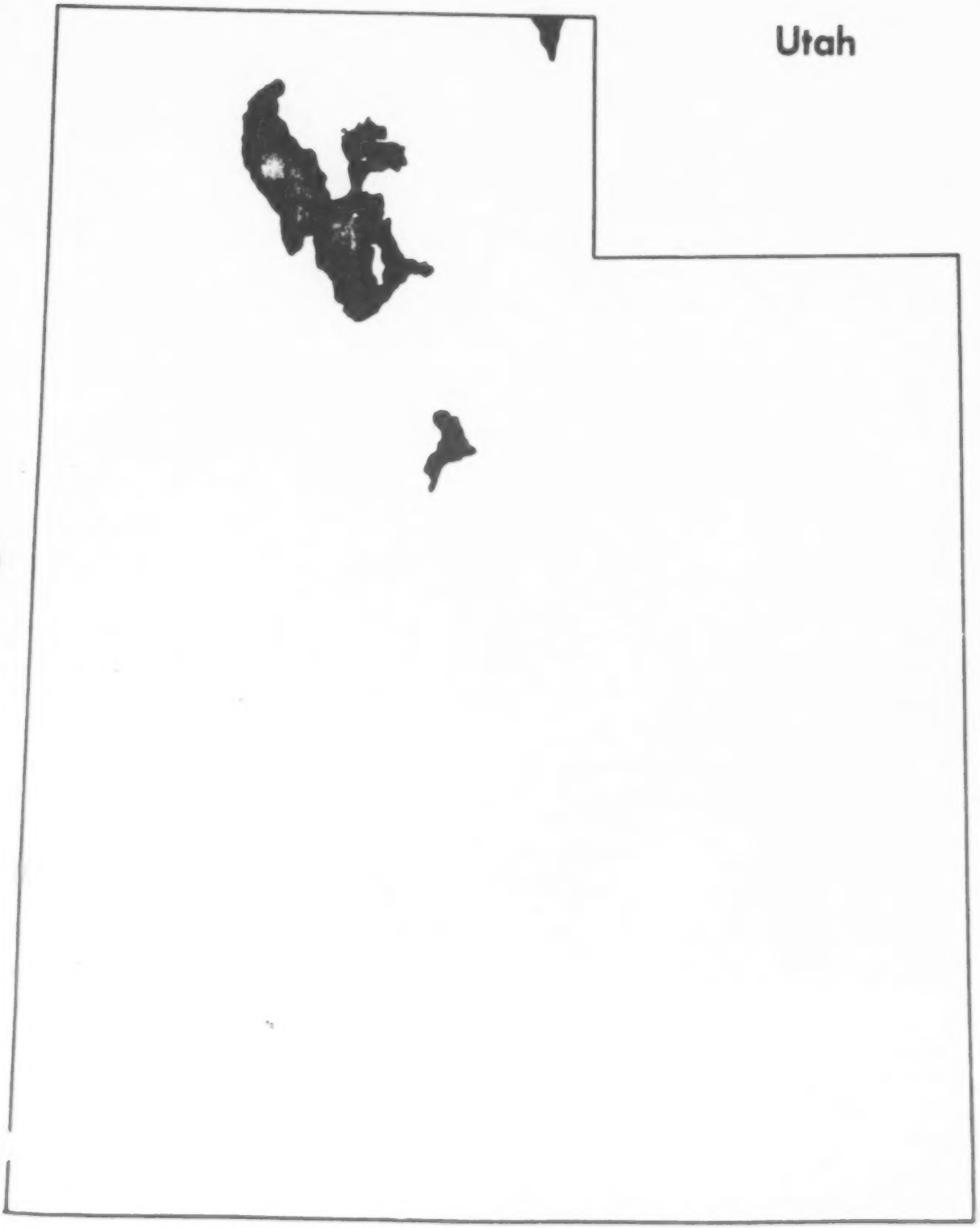
_____

Teacher: _____

_____

_____

Utah



The students will locate on a map of Utah the counties and county seats. (102)

379

Elementary Social Studies

TITLE: Utah's Counties and County Seats

TOPIC: Geographic Skills

TIME SEGMENT: 45-60 minutes

304-803 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will locate on a map of Utah the counties and county seats.

MATERIALS:

Student Activity Sheet
(Master included)
Utah maps

EVALUATION:

The students shall demonstrate their understanding of the location of Utah's counties and county seats by correctly locating them on the activity sheet map.

ADAPTATIONS:

If the teacher feels that 29 counties are too many to assign, choose the students' own county with as many nearby counties as desired.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students .
2. Have a Utah map available for each of the students.
3. Show the students how to identify county lines and county names on a map.
4. Using the map legend, show the students how to identify county seats.
5. Assign the activity sheet. Have the students write the county names in each county in capital letters. Have the students write the county seat name in the appropriate place. To avoid confusion, the county seats should have just the first letter of the name capitalized.
6. Have the students hand in their activity sheets for evaluation.

Evaluation and Comments on Activity:

Students: _____

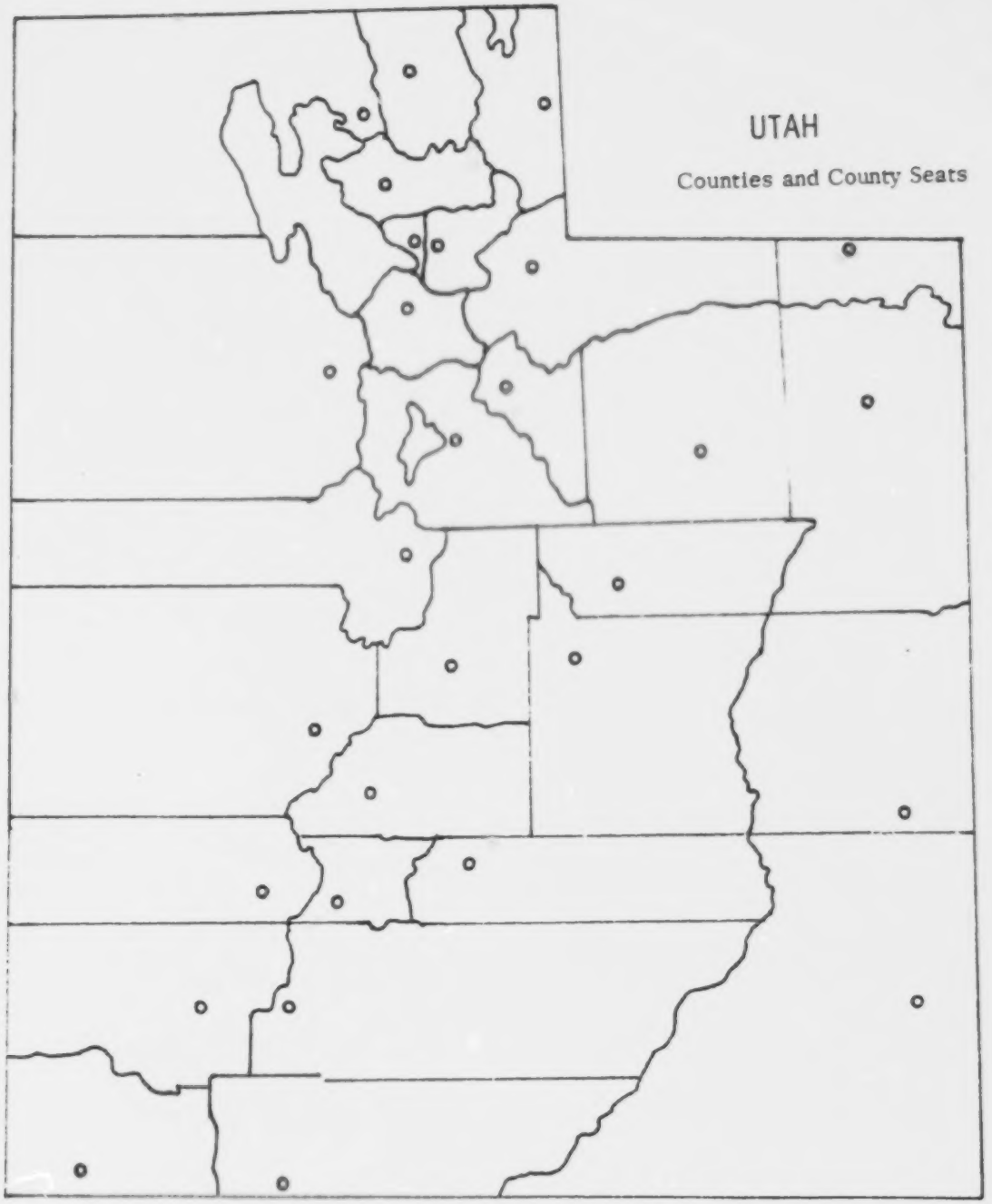
_____

_____

Teacher: _____

_____

_____



Student Activity Sheet

304-803 (102)

The students will locate on a map of Utah the major physical features. (102)

Elementary Social Studies	TOPIC: Geographic Skills	304-804 (102)
TITLE: Physical Features of Utah	TIME SEGMENT: 20-30 minutes	D

INSTRUCTIONAL OBJECTIVE:

The students will locate on a map of Utah the major physical features.

MATERIALS:

Map Activity Sheet
(Master included)
Utah maps (free Utah road maps are available from the Utah Travel Council)

EVALUATION:

The students will demonstrate their understanding of the location of Utah's major physical features by correctly locating and labeling them on their activity sheets.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Duplicate enough Map Activity Sheets for the students.
2. Have Utah maps available for the students.
3. Write the following major physical features on the board and help the students find the features on their Utah maps.

   Great Salt Lake
   San Juan River
   Uinta Mountains
   Colorado River
   Sevier River
   Bear Lake
   Wasatch Mountains
   Jordan River
   Utah Lake
   Bonneville Salt Flats - Great Salt Lake Desert
   La Sal Mountains
   Green River

4. Have the students label the features on their activity sheets and turn them in for evaluation.

Evaluation and Comments on Activity:

Students: _____

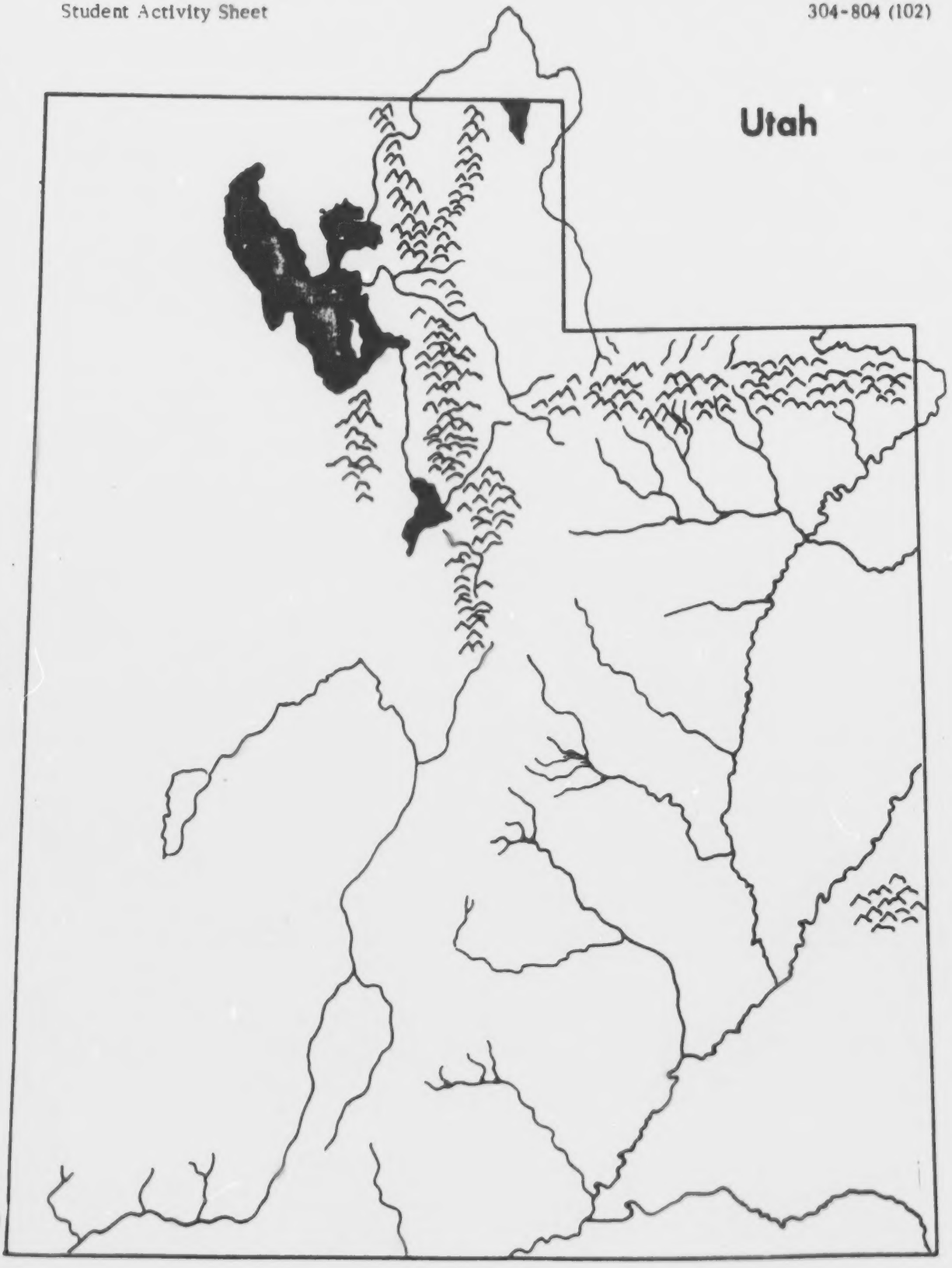
_____

_____

Teacher: _____

_____

_____


Utah

The students will add mileage on a highway map to get distance. (102)

Elementary Social Studies

TITLE: Adding Highway Mileage

TOPIC: Geographic Skills

TIME SEGMENT: 15 - 25 minutes

304-805 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will add mileage on a highway map to get distance.

MATERIALS:

Utah highway maps (These are available from the Utah Travel Council)

EVALUATION:

The students should be able to calculate the distance between two points in the state by adding correctly the distances of points in between.

ADAPTATIONS:

All of the students could figure the distance between the same two points.

PROCEDURE:

To the teacher:

1. Have Utah highway maps available for all students who are participating in the activity.

2. Have the students select two points in the state between which they will figure the distance. They will do this by adding up the mileage between the towns and cities that lie between the two points. The towns should be at least fifty miles apart or of sufficient distance to make addition necessary. If the two points qualify, the students may wish to calculate the mileage between their homes and those of their grandparents, between their homes and a vacation spot, etc.

3. Show the students how to read the mileage on their highway maps. Point out that there is mileage given in dark print between two adjacent points. Mileage between major towns or junctions is printed in red. These major towns or junctions are starred or given some other symbol in red to indicate from which point the mileage is measured.

4. Have the students calculate the mileage between their chosen points on a separate piece of paper and hand it in for evaluation.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will identify information presented on a circle, bar, or line graph. (106)

Elementary Social Studies	Reading Bar Graphs,	TOPIC: Geographic Skills	304-806 (106)
TITLE: Circle Graphs, and Line Graphs		TIME SEGMENT:	D

INSTRUCTIONAL OBJECTIVE:

The students will identify information presented on a circle, bar, or line graph.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
For adaptations: additional bar graphs, line graphs, and circle graphs

EVALUATION:

Students will be able to read graphs and answer questions correctly either orally or written.

ADAPTATIONS:

Students may read additional graphs and interpret the information given.

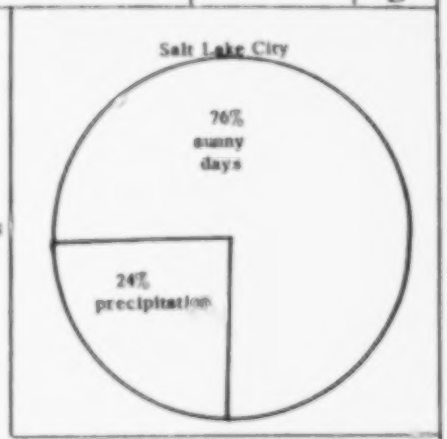
PROCEDURE:

To the teacher:

1. Identify if the students are to work in small groups or individually.

2. Designate if students are to answer questions orally or written. If answers are written, designate where paper is to be put and if answer key is to be used.

3. Identify if students are to do adaptations; if so, how it is to be done.



KEY:

1a. Hilo, Hawaii has the most precipitation during the year.
b. Hilo has precipitation during 77 percent of a year.
c. Hilo has sunshine on 23 percent of its days during a year.

2a. July has the highest temperature of the year.
b. July has the highest low temperature.

3. January high is about the same as April low.

4. Answers will vary.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Elementary Social Studies TITLE: Reading Bar Graphs, Circle Graphs, and Line Graphs	TOPIC: Geographic Skills	Student Information Sheet	304-806 (106)

There are many ways of getting information. The most common way is probably by reading written material as in stories. This is not the only way to get information. Another way is by reading graphs - circle graphs, bar graphs, line graphs, etc.

Compare the two methods by reading the following:

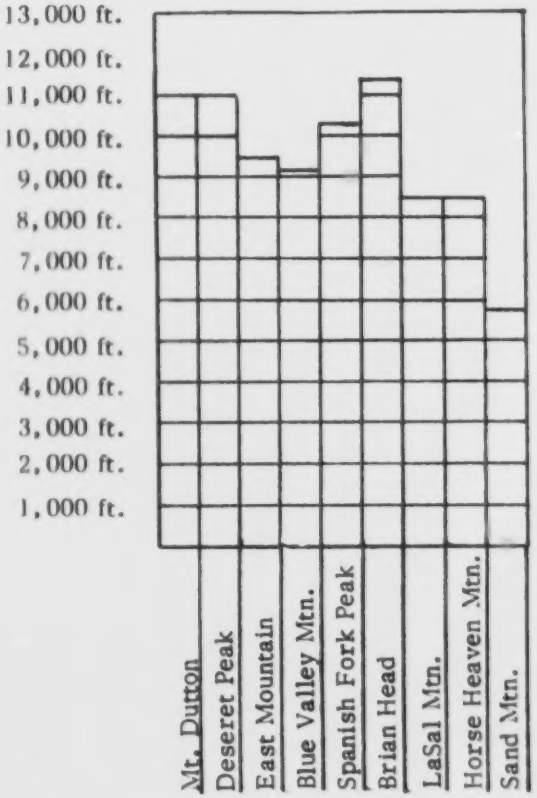
The altitudes of some mountains in Utah are very high. A few are Mt. Dutton, 11,036 ft; Deseret Peak, 11,031 ft.: East Mountain, 9,500 ft.; Blue Valley Mtn., 9318 ft.; Spanish Fork Peak, 10,192 ft.; Brian Head, 11,307 ft.; LaSal Mtn, 8,500 ft.; Horse Heaven Mtn., 8,487 ft.; and Sand Mtn., 5,702 ft.

What kind of information did you get from the paragraph?

Now read the bar graph at the left. What kind of information can you get from the bar graph?

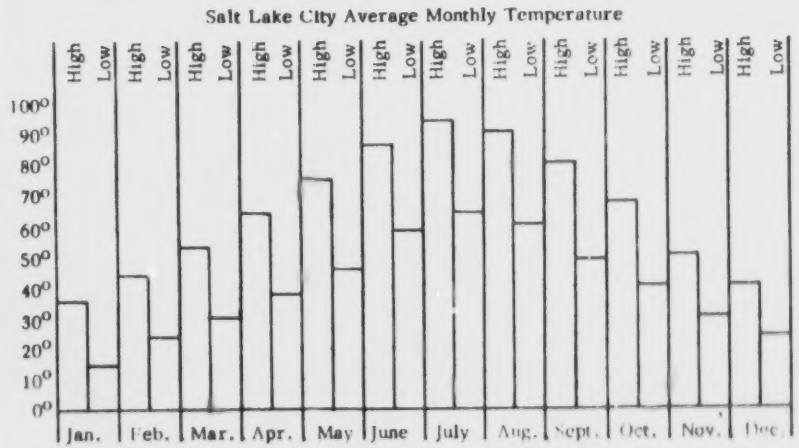
On the Student Activity Sheet, you will find additional graphs which give information about climate.

Altitudes of Some Utah Mountains



Elementary Social Studies TITLE: Reading Bar Graphs, Circle Graphs, and Line Graphs	TOPIC: Geographic Skills	Student Activity Sheet	304-806 (106)

To the student:
Read the graphs. Answer the following questions and check your answers with the key:

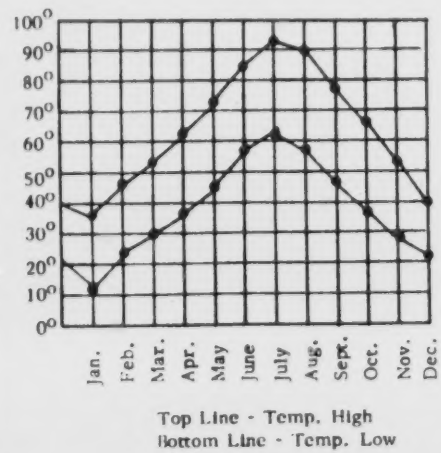


1a. Which city has the most precipitation over a year?
b. What percentage of days does that city have of sunshine?
c. What percentage of days does that city have of precipitation?

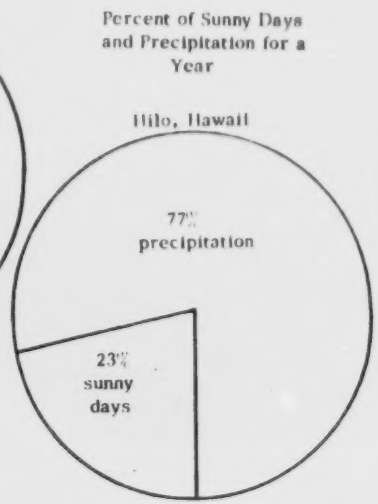
2a. Which month has the highest high temperature?
b. Which month has the highest low temperature?

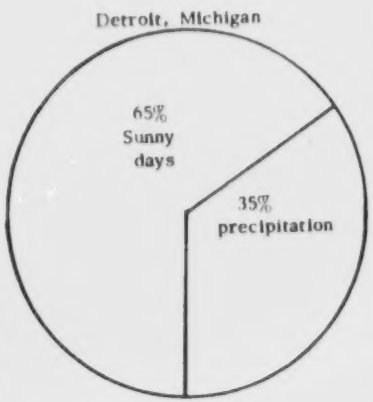
3. During which two months do you find the high high temperature and the low temperature almost the same?

4. Which two months have temperatures you would like to be in most of the time?



Top Line - Temp. High
Bottom Line - Temp. Low





The students will use legends to find capital cities and distinguish them from other cities. (103)

Elementary Social Studies
TITLE: Locating State Capitols

TOPIC: Geographic Skills
TIME SEGMENT: 20 minutes

304-807 (103)
D

INSTRUCTIONAL OBJECTIVE:

The students will use legends to find capital cities and distinguish them from other cities.

MATERIALS:

Student Activity Sheet
At least five maps of different states.
Pencil and paper

EVALUATION:

Students will complete a chart naming five different states and identifying the capital cities.

ADAPTATIONS:

Have students locate capital cities in other countries.

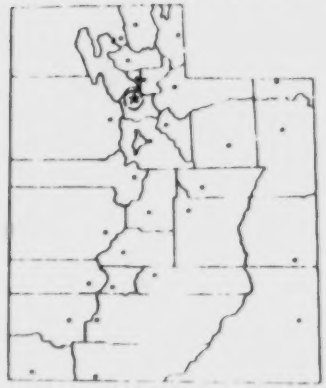
PROCEDURE:

To the teacher:

1. The teacher will have a variety of different maps available for student use (road map, maps from encyclopedias.)

2. Identify if students are to work in small groups or individually and when they are to use the maps and what is to be done with the assignment.

3. Have students use Student Activity Sheet.



Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Elementary Social Studies TITLE: Locating State Capitals	TOPIC: Geographic Skills	Student Activity Sheet	304-807 (103)

To the student:

Locate a state map. (A road map or a state map in an encyclopedia.)
Look at the legends (key). Find the symbols that represent state capital cities, cities, and towns. They will be similiar to the following:

State Capital

● City or Town

Some maps also identify towns which are county seats. They may look like the following:

A different color than that which represents a city or town, usually red.

◎ County Seat

● County Seat

On your paper make two columns and write in the heading STATE and STATE CAPITAL

Example

	State	Capital City
1		
2		
3		

Write the names of at least five states in the state column. Locate a map for each state you have written. Locate the key and the symbols on the map that represents state capitals on the maps and write the names of the cities by the proper state in the proper column.

Put your paper where the teacher designates.

The students will identify simple abbreviations on maps.
(115)

Elementary Social Studies	TOPIC: Geographic Skills	304-808
TITLE: Map Abbreviations	TIME SEGMENT:	D

INSTRUCTIONAL OBJECTIVE:

The students will identify simple abbreviations on a map.

MATERIALS:

Student Information/Activity Sheet (Master included)
Access to a variety of maps (five or more)

EVALUATION:

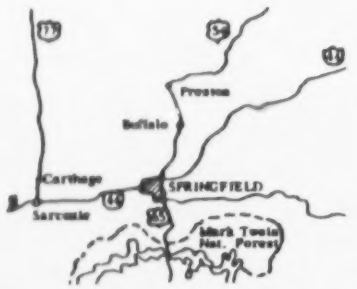
The student will add simple abbreviations to a class chart and initial any abbreviations on the chart they find used on maps.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Identify maps to be used and instruct students as to how the maps are to be managed.
2. Direct a discussion as to purpose of making a class map abbreviation chart, where it will be posted, who will add to it, and how it will be initialed. (One student might be responsible for checking on abbreviations before being placed on the chart.)
3. Students will work with Student Information/ Activity Sheet in small groups or individually.



Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Elementary Social Studies TITLE: Map Abbreviations	TOPIC: Geographic Skills	Student Information/ Activity Sheet	304-808

Maps are made to show many kinds of information. Some maps are for specific information such as weather, travel routes, population, location of places, types of land forms, etc. Some maps combine several kinds of information. When labeling maps, there is sometimes a need to abbreviate words. Perhaps there is not space to write the entire word, or the word may be used so often it needs to be shortened.

Some abbreviations are:

R.	river	G.	gulf
Mtn.	mountain	Nat'l Mon.	National Monument
Mts.	mountains	Pk.	Peak
St. Pk.	State Park	Nat. Park	National Park

1. Locate at least three different maps which give a great deal of information. Look for simple abbreviations. Look until you find at least three simple, easy to understand, abbreviations. Make a list of the abbreviations you find. Compare what you find with the other members of the class.

2. Add to a class chart. This will be made up of all the simple map abbreviations found by class members. Your teacher will tell you how to write on the chart and where it is to be displayed. Put your initials by the abbreviations you locate.

The students will use two different types of maps to get information about the same area. (104)

Elementary Social Studies

TITLE: Different Types of Maps

TOPIC: Geographic Skills

TIME SEGMENT: 30 minutes

304-809 (104)

D

INSTRUCTIONAL OBJECTIVE:

The students will use two different types of maps to get information about the same area.

MATERIALS:

Utah road maps
Atlas

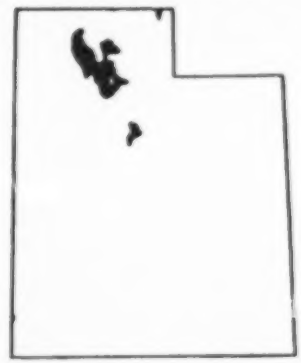
EVALUATION:

The students will orally identify at least two types of information that can be found on two different types of maps.

ADAPTATIONS:

PROCEDURE:

To the teacher:



1. Provide students with Utah road maps (available through the Utah Travel Council). If you do not have enough maps for everyone, divide into small groups according to the number you have.
2. Get as many atlases as you can that have a Utah relief map included.
3. Have students compare their road maps with the relief map.
4. Ask: "What information can you find on the relief map that is not on the road map?"
5. Lead the students to see that elevations and different land formations can be seen readily on the relief map.
6. Lead the students to discover that the road map shows highway systems and perhaps more information on cities.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will identify different types of boundary lines such as county, state, national, and international. (103)

Elementary Social Studies

TITLE: Boundary Lines

TOPIC: Geographic Skills

TIME SEGMENT: 25 minutes

304-810

D

INSTRUCTIONAL OBJECTIVE:

The students will identify different types of boundary lines such as county, state, and international.

MATERIALS:

Student Information Activity Sheet
Access to a variety of maps - at least 5
Paper for making a chart

EVALUATION:

The students will complete a chart indicating different symbols used on maps to show county, state, and international boundaries.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Identify which maps are to be used by students and where they are to be located.

2. Have students work in small groups or individually.

3. Identify where students are to put their completed charts.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Elementary Social Studies TITLE: Boundary Lines	TOPIC: Geographic Skills	Student Information Activity Sheet Page 1	304-810

To the student:

Maps show many parts of the earth. Maps may show the entire world and the boundaries of each country. A map of Europe may show the many different countries making up Europe. A map of the United States might show boundaries of each state. A map of a state might show the boundaries of each county within that state.

There are ways to show boundary lines on maps. One way is by using different colors. One example is a map of Europe shown in the World Book Encyclopedia. It shows different countries in different colors. The change of color indicates the boundary.

Boundaries can also be shown by using different types of lines. In the World Book Encyclopedia there is a map of the United States which shows state boundary by using red lines. Where the United States meets Canada and Mexico the red line is wider. The wide line indicates an international line. Different boundaries can be shown by using different types of lines.

Examples of boundary lines shown on some map keys follow:

International boundaries

State boundaries

County lines (solid line for a county is usually a different color than a state solid line)

Time zone (red)

Using five different maps look to see if the key gives information about county, state, or international boundaries. Look at the maps to see how the boundary lines are shown. On your paper make a chart to show the information you find. (example follows) Draw a sample of the lines used to show boundaries. If lines are not used write how boundaries are identified. If there are no boundaries shown, put an X in the space.

Symbols used to show boundaries

Map #	1	2	3	4	5
County					
State					
International					
Other					

Put your chart in the place identified by your teacher.

The students will compare aerial photographs of an area with maps and pictures of the same area. (102)

Elementary Social Studies

TITLE: Aerial Maps

TOPIC: Geographic Skills

TIME SEGMENT:

304-811

ID

INSTRUCTIONAL OBJECTIVE:

The students will compare aerial photographs of an area with maps and pictures of the same area.

MATERIALS:

Student Information Activity Sheet
Aerial maps (may be obtained from city planning offices, state parks offices or government geological offices, Child Craft #4, 1980 Edition, Page 306
Paper and pencil

EVALUATION:

Students will list roads, houses, and other objects located on an aerial map. Students will make a simple drawing from a section of an aerial map.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the students.

PROCEDURE:

To the teacher:

1. Teacher will show students aerial maps which are to be used and how they are to be managed.

2. Identify if students are to work in small groups or alone.

3. Tell students where to display their maps.

4. Students will work with Student Information Activity Sheet.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Elementary Social Studies TITLE: Aerial Maps	TOPIC: Geographic Skills	Student Information Activity Sheet	304-811

To the student:

In the early days of map making, people had to rely a great deal on what they saw from their own places on the earth. Many measurements and calculations were taken in order to make good maps. These methods are still used today, but now there is another way which is helpful to mapmakers.

Pictures can be taken from airplanes and satellites of parts of the earth. The pictures can be taken from very high, showing large sections of the earth. The pictures can be taken close to the ground so more detail is shown.

Many city officials arrange for aerial photographs taken of their city so they can see streets, parks, buildings, and other important things. Aerial pictures are sometimes taken by state parks departments to show more clearly what the land is like.

Often maps are made by looking at aerial photographs and then drawing what is seen. These maps can be very accurate and informative.

1. Obtain an aerial map. Locate some of the following:
   - streets
   - highways
   - buildings
   - trees or schrubs
   - open spaces

   Make a list of some of the other things you see on the aerial map.

2. Make a map. Choose one section of the aerial map. Draw a simple map to show what you see. Display your map.

The student will describe the earth's motion around the sun, both rotation and revolution. (115)

The students will describe the inclination (or tilt) of the earth's axis. (115)

Elementary Social Studies

TITLE: Earth's Movements

TOPIC: Geographic Skills

TIME SEGMENT: 2 class periods

304-812
304-813

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the earth's motion around the sun and the inclination of the earth's axis.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook, dictionary, reference materials,
World globe and flashlight

EVALUATION:

The student will be able to describe to the teacher's satisfaction the earth's motion and the inclination of the earth's axis and its effect upon the earth's surface.

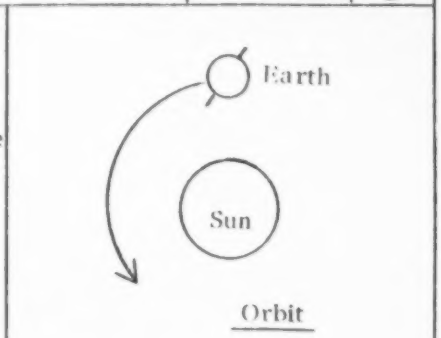
ADAPTATIONS:

PROCEDURE:

To the teacher:

1. From the Student Information Sheet, prepare a transparency.

2. Have the students write a definition for the following terms: rotation, revolution, tilt, axis, orbit. This could be done while you are explaining the transparency to the students. Write the words on the board.



3. Have the students make a sketch map of the earth's orbit as it travels around the sun. Indicate the position of the earth's axis and how this changes the amount of sunshine that is received in the different parts of the earth. Explain how this affects the weather where the students live (causes the different seasons).

4. Using a flashlight, have a student represent the sun. Turn the world globe and indicate or have the students come up with the idea as to what causes day and night (rotation). Have them decide how long this takes.

KEY:

Axis - the straight line passing through the center of the earth about which the earth rotates.

Orbit - the curve which the earth describes in the heavens as it revolves around the sun.

Revolution - the movement of the earth around the sun. 1 revolution = 365 days, 5 hours, 48 minutes, and 46 seconds.

Rotation - the movement of the earth around its axis. One complete rotation determines the length of one day.

Tilt - a sloping position or direction.

Evaluation and Comments on Activity:

Students: _____

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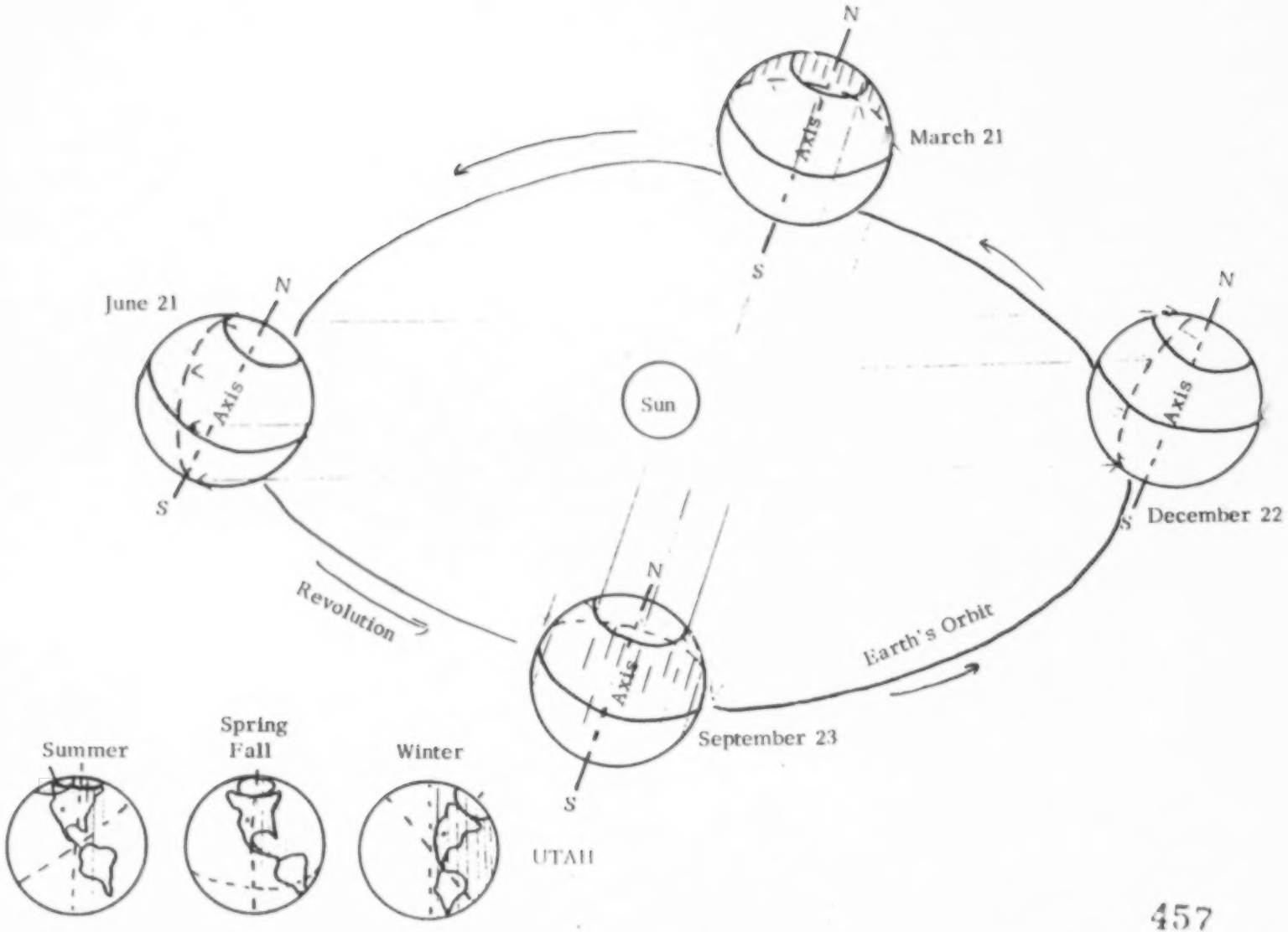
Teacher: _____

_____

_____


N
March 21
Axis
S
June 21
N
Axis
S
Sun
N
Axis
S
December 22
Revolution
Earth's Orbit
September 23
Summer
Spring
Fall
Winter
UTAH

Elementary Social Studies TITLE: Earth's Movements	TOPIC: Geographic Skills	Student Activity Sheet	304-812 304-813

To the student:

1. On a separate sheet of paper, write the definitions of the following words:

   revolution
   rotation
   axis
   orbit
   tilt

   This can be done while the teacher is explaining the Student Information Sheet.

2. On the same sheet of paper, make a sketch map of the earth's orbit as it travels around the sun.

   a. Show where the earth's axis is.
   b. Write a short explanation about the amount of sunshine on the different parts of the earth for the dates on the map.

The students will explain that maps are made for many reasons and that different maps give different information. (103)

Elementary Social Studies

TITLE: Kinds of Maps

TOPIC: Geographic Skills

TIME SEGMENT:

304-814 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain that maps are made for many reasons and that different maps give different information.

MATERIALS:

Student Information Sheets Pages 1-3
Almanacs
Atlases
Textbooks
Encyclopedias

EVALUATION:

The students will be able to identify different kinds of maps and explain the information on the map to the teacher's satisfaction.

ADAPTATIONS:

Could be used in a learning center.

PROCEDURE:

To the teacher:

1. Make transparencies of the maps that are provided or duplicate enough for the students who are participating in the activity.

2. Explain to the students what information each map portrays.

3. Have the students then use their textbooks, almanacs, atlases, or other reference materials and find as many different kinds of maps as they can.

4. Have the students divide a piece of lined paper into 3 equal sections. Have the students then list the kinds of maps they've found, the names of the books in which the maps were found, and the page numbers for each map.

5. Divide the class into groups. Have the students in each group make 1 list of all the different kinds of maps they have found and make a sketch map of the most unusual one. This map should be large enough to hang in the room.

6. Have the students put their lists and maps in a designated place.

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Evaluation and Comments on Activity:

Students: _____

_____

_____

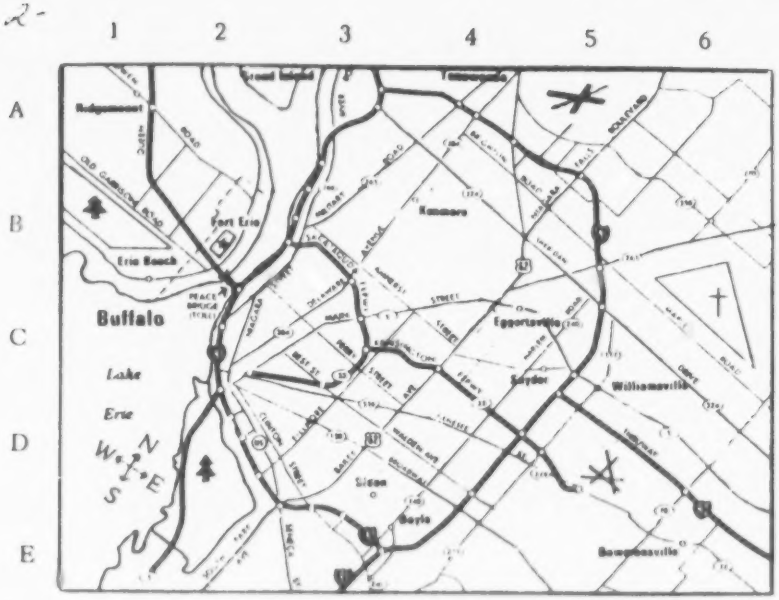
Teacher: _____

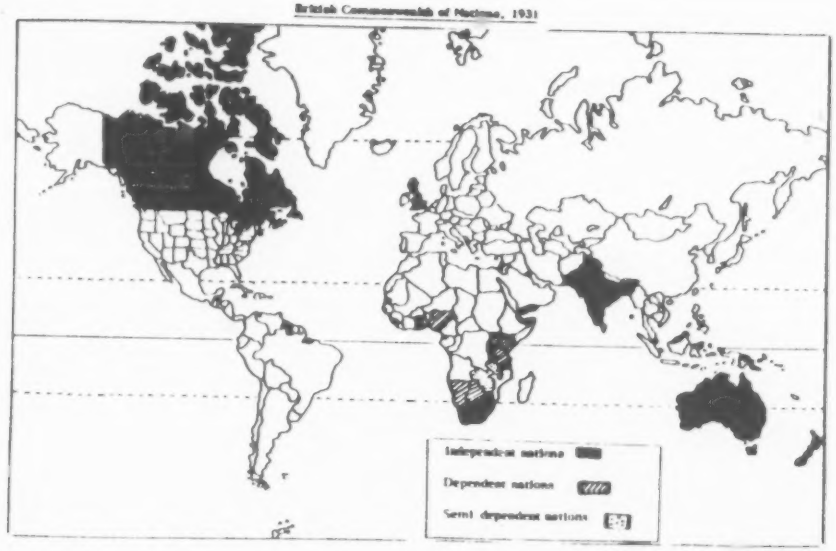
_____

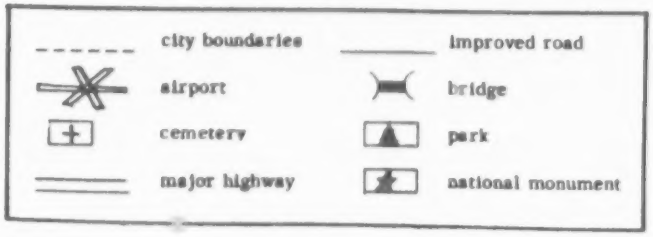
_____

1-

2-







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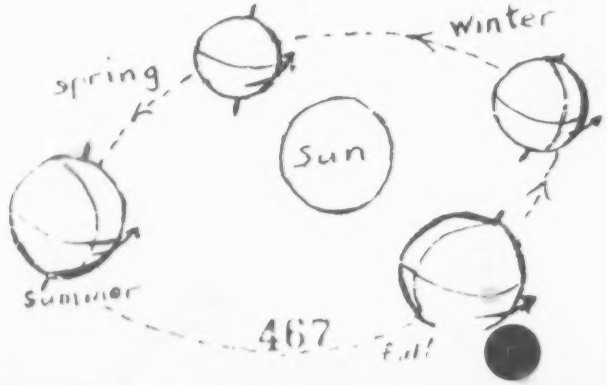

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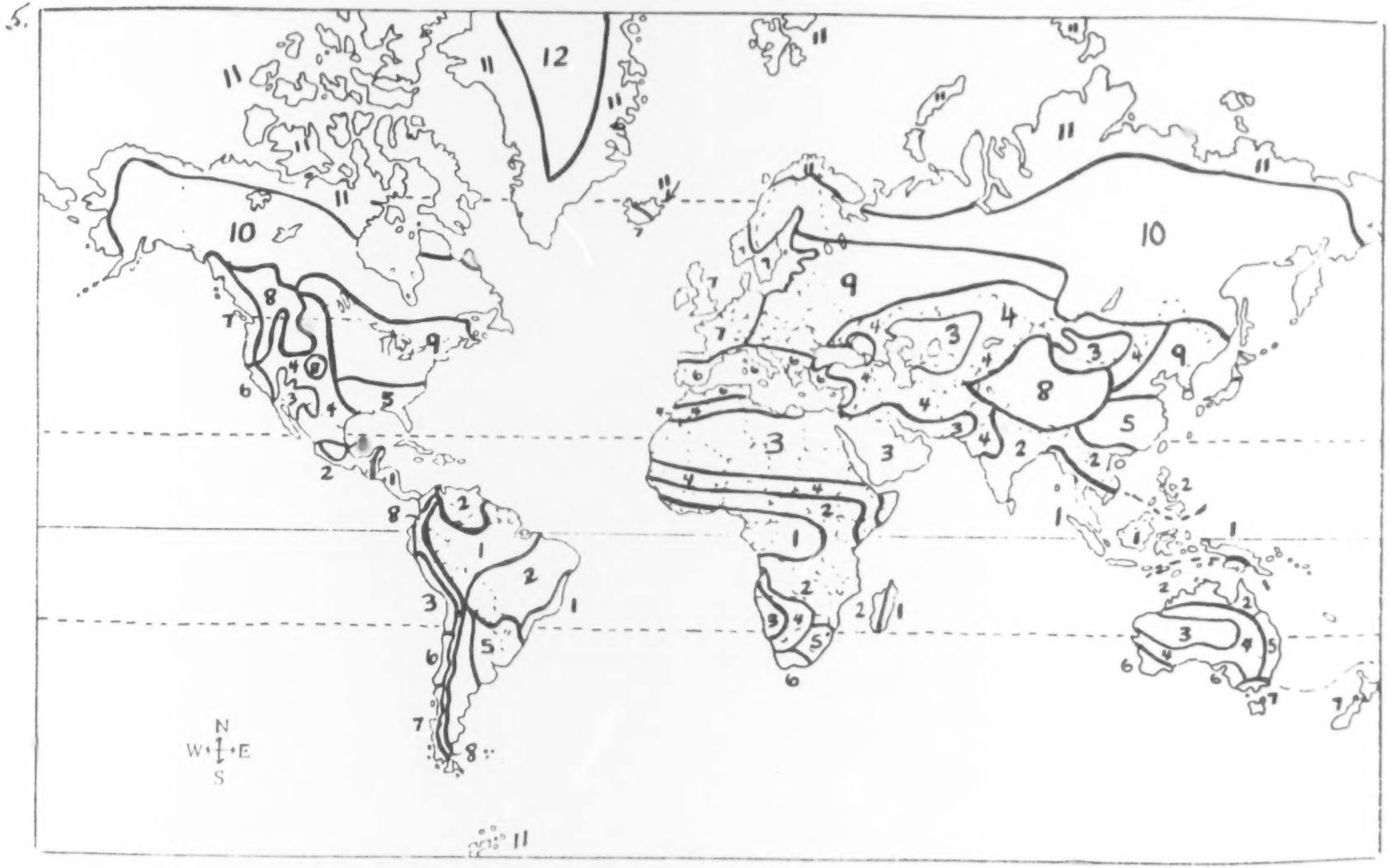
1. Tropical Wet
2. Tropical Wet-Dry
3. Desert
4. Steepe
5. Humid Subtropical
6. Mediterranean
7. Ocean Moist
8. Highlands
9. Humid Continental
10. Subarctic
11. Polar Tundra
12. Ice Cap



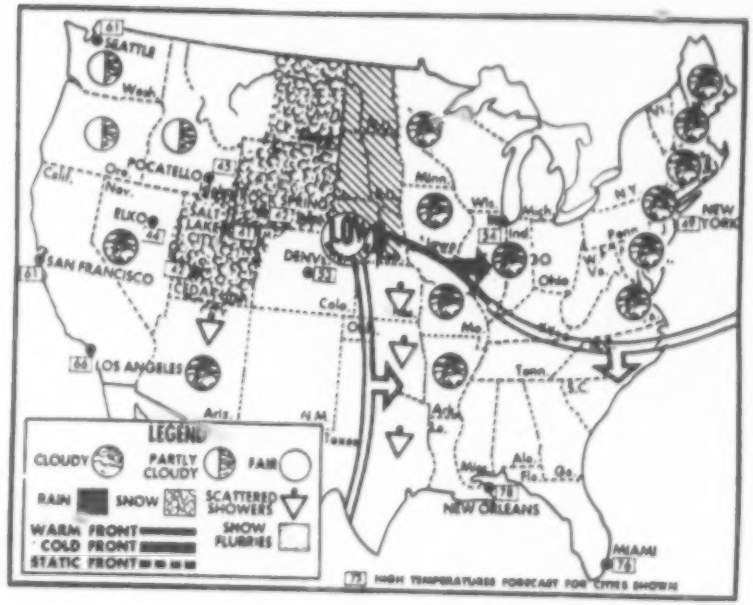
WORLD CLIMATES

6-

Missouri Legend

- Highways
- Cities under 18,000 people
- cities greater than 18,000 people
- Capitol
- cave
- Mountain
- airport

7-



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The students will describe the resources of Utah and regions of the world by using resource maps. (102)

Elementary Social Studies

TITLE: Resource Maps

TOPIC: Geographic Skills

TIME SEGMENT: 25 - 35 minutes

304-815 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the resources of Utah and regions of the world by using resource maps.

MATERIALS:

Resource maps of Utah
Other resource maps

EVALUATION:

The students will be able to compare the resources of Utah with those of another region to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

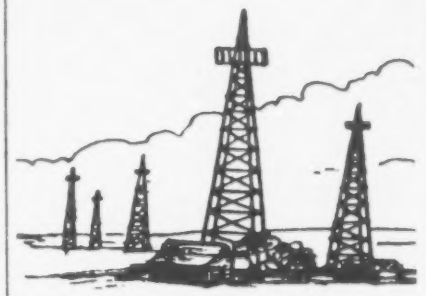
PROCEDURE:

To the teacher:

1. For this activity the students participating must have access to a resource map of Utah and resource maps of other areas of the world.

2. Show the students how to read resource maps.

3. Have the students read the Utah resource map and list, on a piece of paper, the resources of the state.



4. Have the students choose one other state, country or region of the world and find its resource map.

5. Have the students write down the name of the other area and list which resources are the same as those of Utah. A second list should name which resources are not the same as those of Utah.

6. The students should hand in their lists for evaluation.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will identify some of the causes of climate in Utah. (106)

Elementary Social Studies

TITLE: The Climate of Utah

TOPIC: Geographic Skills

TIME SEGMENT: 20 - 30 minutes

304-816 (106)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify some of the causes of climate in Utah.

MATERIALS:

Teacher Information Sheet
(Master included)

World map

EVALUATION:

The students will be able to explain some of the causes of today's weather to the satisfaction of the teacher.

ADAPTATIONS:

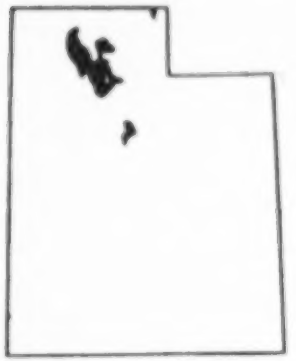
The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Read the information sheet and any other material that is available on climate factors in Utah.

2. Show the students Utah's location in North America on the world map. Describe the five main factors that determine Utah's climate in terms that your students will understand. Describe some of the typical weather in your part of the state and tell the students why it occurs.



3. Talk about the kind of weather you are having today. Ask the students to write down the factors that made today's weather what it is. Have them hand in their papers for evaluation.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Elementary Social Studies TITLE: The Climate of Utah	TOPIC: Geographic Skills	Teachers Information Sheet	304-816 (106)

Many factors go into making up a climate. Here are five main factors and their effects that help make Utah's climate what it is:

1. Factor: Distance from equator. Effect: The angle of the sun's rays is more direct in southern Utah than in the northern part of the state. For this reason, the temperature in southern Utah will be 6^{o} F. to 8^{o} F. warmer than a spot at the same elevation in northern Utah. For each degree in latitude away from the equator, there is a cooling of 2^{o} F.

2. Factor: Elevation above sea level. Effect: For each 1000 feet in altitude the temperature is 3^{o} F. cooler. This is due to thinner atmosphere.

3. Factor: Location of the state with respect to average storm paths over the Intermountain region. Effect: in general, the north and west parts of Utah get the heaviest precipitation in the winter and spring months. Pacific storms come in along the jet stream and drop the moisture, mostly in the form of snow, in this area. This region is rather dry during summer. In general, the south and east parts of Utah get the most moisture in the summer months. Warm, moist air from the Gulf of Mexico drifts up into Utah. Big thermal low pressure areas that move clockwise bring the moist air masses.

4. Factor: Distance from principal moisture sources of the region. Effect: The distance of Utah from the Pacific Ocean (500 miles) and the Gulf of Mexico (900 miles) affects the amount of moisture that the clouds carry into the state. The areas that the storms must cross before they reach Utah have physical features that "squeeze" moisture from the clouds. There is less moisture to fall when the storms get to Utah.

5. Factor: The Sierra Nevada, Cascades, and Rocky Mountains. Effect: The Sierra Nevada Mountains run north and south in California. The Cascade Range goes north from California up to Canada. These mountains collect much of the moisture that the Pacific storms bring in. The warm, wet air moves inland and rises to go over the mountains. Like a sponge being squeezed, the clouds cool and the moisture is "squeezed" out. Usually then, the clouds that come into Utah have had come of the moisture taken out of them, and the air is rather dry. If Utah were flat, the clouds might move across the state without dropping any moisture. The Rocky Mountains, though, are moisture catchers. The Rocky Mountains in Utah are the Wasatch and Uinta ranges. As the clouds rise to go over these mountains, they are "squeezed" once more. The heaviest preciptation in the state falls in these mountains. The Rockies add greatly to the altitude. The Rockies also keep out arctic air masses. For this reason, long periods of extreme cold are rare in Utah.